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ABSTRACT

This document is a report on a survey of college faculty for 1972-73 compiled from results of a faculty questionnaire. The document is composed of descriptions of the design of the study, the survey form, the national norms, and an overview of the findings. Included as appendixes are the names of institutions represented by faculty respondents, a sample of the questionnaire, and tables of weighted national normative distributions. The overview of the findings indicates the following about the average college faculty member in this country: over 40, tenured, white, male, masters degree recipient, religious, politically conservative, and born of a father with an eighth grade education and a mother who completed high school; also, his previous work experience was not college teaching but research or administrative work or precollege teaching. The report indicates that advances in the employment of blacks and women over a 5-year period have been slight. The tables in the appendix also indicate faculty opinions about current educational issues. (JA)

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Teaching Faculty in Academe: 1972-73

Alan E. Bayer

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HIGHLIGHTS

- As a result of the tighter job market for potential new college faculty, the present (1972-73) teaching faculty in American colleges and universities is, on average, older than the 1968-69 faculty had been. Currently, almost three-fifths are over age 40.

- Consistent with the "aging" of the faculty, more faculty members today hold senior ranks and are tenured. Fully half hold the rank of either associate or full professor, and two-thirds have tenure.

- In spite of the presumed implementation of affirmative action programs in higher education, the proportion of blacks among teaching faculty has increased only slightly: from 2.2 percent in 1968-69 to 2.9 percent in 1972-73. For women on the faculty, there has been not so much an increase as a redistribution, with the proportions decreasing at two-year and four-year colleges and increasing slightly at universities.

- Close to half of the current teaching faculty hold master's degrees, one-third have either a Ph.D. or an Ed.D., and the rest have professional degrees, baccalaureates only, or did not report their highest degree held.

- Fully three-fifths of current college and university faculty regard themselves as religious, and almost half say they are politically conservative.

- One-fourth of all faculty had interrupted their professional careers for at least one year because of military or family reasons, with more men than women having done so.

- Immediately prior to employment at their current institutions, only one-fourth of the current teaching faculty were engaged in college-level teaching. Most of the others taught in precollege settings, were students themselves, or had jobs in administration, research, and other nonteaching areas.

- Overall, two-thirds of the faculty teach three or more classes a term, the teaching load being heaviest in the two-year colleges and lightest in the universities. Three-fifths of all faculty also spend nine or more hours per week in preparing for class; and half spend five or more hours per week in counseling and advising students.

- The majority of faculty engage also in other scholarly activities. Two-thirds spend time each week in research and scholarly writing; almost three-fifths have published in journals; and two-fifths have also published at least one book, manual, or monograph. Additionally, some faculty members spend considerable time in committee work, clinical practice, administrative activities, community service, consulting, and service to their profession.

- A substantial proportion of faculty endorse many of the reforms taking place in academe today: e.g., basing promotions on teaching effectiveness rather than on publication; using formal student evaluations as a partial basis for faculty promotions; giving students representation on institutional governing boards; and adopting collective bargaining.

- Most current teaching faculty seem generally satisfied with their jobs, although 14 percent say that, if they had it to do over again, they would not choose an academic setting. More than three-fifths feel that they are more successful than others in their field who had comparable training; but one-third feel they have fallen seriously behind because knowledge in their field has been expanding so rapidly.

Acknowledgements

The survey endeavor described in this report required the advice, assistance, and cooperation of a large number of persons at the American Council on Education, in colleges and universities, in private organizations, and in Federal agencies. To each who played a role in this survey, appreciation is extended. Thanks are due, first, however, to the more than 100,000 college and university faculty and staff who were surveyed, and especially to those who took time from already busy schedules to fill out and return the survey form. Many also took time to write notes and letters: some constructively critical, some supportive, and some expressing strong endorsement of the project. Virtually every letter gave some insight into aspects of academe and its members that had not been adequately tapped by the survey questionnaire; hence, they provided us with additional knowledge of the American system of higher education.

This study was supported by the National Science Foundation through its program of Research Applied to National Needs (Grant GI-34394). Appreciation is expressed to the RANN staff for their endorsement, and to my ACE collaborators on the proposal preparation stage: Jack Rossmann, now at Macalester College, and Alexander Astin, now at UCLA, who contributed greatly to the development of the initial rationale and conceptualization for the survey.

Several scores of individuals assisted in the instrument design and item development. They included every research associate in ACE's Office of Research, ACE Commission directors and executive heads, all members of the ACE Research Advisory Committee, many staff members in the National Science Foundation as well as in other Federal agencies, and many other professional researchers in private organizations and academic institutions throughout the country. I am particularly indebted to Richard Peterson of the Educational Testing Service and Gerald Platt of the University of Massachusetts for their assistance in developing the item on teaching and institutional goals. Items of particular relevance to women in academe were contributed by Alice Rossi of Goucher College, Helen Astin of the University Research Corporation, and Engin Holmstrom and Linda Molm of ACE. James Cowhig of the National Science Foundation, project monitor for the grant, provided special assistance in instrument design by gaining the assistance of many persons in Federal agencies and by coordinating their suggestions for the survey questionnaire content. Each contributor to the survey instrument also receives my apologies that many useful suggestions for survey items had to be excluded because of space constraints.

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Finally, I owe most gratitude to my associates, Richard Webb and Jeannie Royer. Without their comprehensive and competent help throughout the course of the survey, the research project would have faltered and been delayed. Mr. Webb handled all computer-related services, including file development and the editing of the name-and-address files, implementation of all statistical weighting routines, and programming of all statistical summaries in this report. Ms. Royer performed the administrative role of survey research coordinator. It was she who acted as liaison with all individuals and organizations associated with the project, within and outside of the American Council on Education, kept all associated activities on schedule, carried out much of the day-to-day correspondence with survey participants, and carried through all phases of the report preparation and production.

Without the help of each of these persons, completion of this report would have been far more difficult if not impossible. Any errors or faults that remain are in spite of their best efforts and are solely my responsibility.

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Teaching Faculty in Academe: 1972-73

Alan E. Bayer

In the 1972-73 academic year, the American Council on Education (ACE) undertook to replicate in part an earlier survey, the largest national general-purpose survey of college and university faculty ever conducted. This earlier survey, carried out in the 1968-69 academic year as a cooperative research project of the ACE and the Carnegie Commission on Higher Education, was designed to meet the need for a variety of information which could be used for research purposes and which, in addition, could provide national normative data based on a substantial and representative sample of the nation's college and university faculty.

The massive data base from the 1968-69 survey has been, and continues to be, used for many diverse kinds of studies of academe. In addition to the preliminary descriptive/normative report (Bayer, 1970), analytical research based on the survey is represented by studies of faculty involvement in collective bargaining (Carr and VayEyck, 1973), tenure policies and practices (AAUP, 1973), determinants of differentials in rank and salary (Astin and Bayer, 1972), correlates of faculty roles in campus unrest (Bayer, 1971, 1972; Astin, Astin, Bayer, and Bisconti, 1973), employment and career backgrounds of faculty (Astin, 1972), faculty political opinions and commitments (Ladd and Lipset, 1972), and faculty influences on students' perceptions of their educational experiences (Bayer, 1970).

Many of these studies have only recently been published, and other studies based on the 1968-69 data are just under way. The intervening years, however, have been marked by many significant changes in American higher education which have direct bearing on the faculty: tighter job market conditions, the growth in collective bargaining, alterations in tenure

policies, the decline in Federal support of university research, the introduction of affirmative action programs, the reorganization of institutional structures, the decline of campus unrest, the introduction of new educational methods, the growing use of student evaluation procedures to measure teaching performance, the decline in the growth rate of undergraduate enrollments, and the precarious financial situation of many higher education institutions. In light of these changing conditions, a reassessment of college and university faculty was called for, and this reassessment was undertaken during the 1972-73 academic year. This more recent survey will allow replication of some of the earlier studies just cited, will provide information about changes and trends among college and university faculty, and will permit exploration of other research areas not covered in the earlier survey. The descriptive information in this report, the first analysis based on the 1972-73 survey, presents the primary tabular data from the survey participants and can be generalized to all current two-year college, four-year college, and university teaching faculty.

Design of the Study

The 1972-73 survey design was developed to closely parallel the earlier 1968-69 survey design. The definition of the population of eligible institutions was the same as that employed earlier, sampling methods were comparable, and the fundamental features of the former weighting procedures used to compensate statistically for sampling and response bias were incorporated. Nevertheless, while the two surveys are similar, they are not identical. Some of the items from the earlier survey were not repeated and others were modified; some new items were introduced. Additionally, in the 1972-73 survey, the procedures for obtaining name-and-address rosters were more efficient, and the definition of teaching faculty was more precise.

These procedures are detailed below, and the similarities and differences between the two surveys are noted.

The Sample

The initial sampling took place at the institutional level. The total population of 2,433 higher education institutions, defined in the 1969 ACE Cooperative Institutional Research Program (CIRP), was arrayed into 35 stratification cells, based on institutional type, control, level of selectivity, and institutional affluence (Creager, Astin, Boruch, Bayer, and Drew, 1969).[1] Those 301 institutions that had been selected for the 1968-69 survey, and disproportionately sampled from each strata, were again selected for the reassessment.[2] Included in the sample were 78 universities, 181 four-year colleges, and 42 junior or community colleges; their faculty size ranged from fewer than 20 to approximately 4,500 in the 1972-73 academic year.

Names and institutional addresses for faculty and staff at the 301 sample institutions were collected. The primary source was the mailing list maintained and continually updated by the American University Press Services (AUPS), compilers of The National Faculty Directory (1972), which derives its information primarily from college catalogues and class schedules. For

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[1] It was decided, in the interests of continuity and comparability, to maintain a definition of the eligible institutional population that precisely duplicated that used in the earlier survey. Excluded from eligibility, therefore, are the approximately 100 institutions that have come into being since 1969; most of these have only small numbers of faculty in any event. For further details on the methodology, sampling, and design of the 1968-69 survey, see Bayer (1970).

[2] A total of 303 institutions had been included in the 1968-69 survey. But one of them, San Luis Rey of California, had discontinued operations by the time of the 1972-73 survey; and another, St. Lawrence Seminary of Wisconsin, had merged with another sample institution, Marian College of Fond du Lac (Wisconsin). The remaining 301 institutions which were sampled are listed in Appendix A.

each institution among the 301 sampled for which AUPS had compiled rosters, counts of faculty and staff were compared with independent counts from quadrennial ACE surveys (Gleazer and Cooke, 1971; Furniss, Carlin, and Means, 1973) or AAUP compilations (1971). The AUPS counts for 286 institutions were deemed relatively complete, typically above 75 percent of the number reported in the independent sources. Of the 286 AUPS institutional rosters used in the survey, 29 percent were derived from 1972-73 sources, 54 percent from 1971-72 sources, 14 percent from 1970-71 sources, and 3 percent from 1969-70 sources. The AUPS rosters resulted in a list of 100,955 valid names and addresses for the survey.

For the remaining 15 sample institutions not included or not sufficently covered by AUPS, current college catalogues were obtained, and rosters compiled, resulting in an additional 7,767 names and addresses. Thus, the initial sample in the 1972-73 survey comprised a total of 108,722 individuals.[3]

Data Collection

The survey form was initially mailed out to the 108,722 faculty and staff members in early December, 1972. A second mailing to nonrespondents went out in early February, 1973, followed by a third mailing to the remaining nonrespondents in mid-April, 1973. (See Appendix B for copies of the covering letters accompanying the three waves of questionnaire mailings.) The cutoff date for processing returns was mid-June, 1973.

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[3]This sample count of 108,722 includes a number of nonteaching faculty and staff. Through processing procedures, described later, respondents who were not teaching faculty were excluded from the tabulations reported herein. In comparison, the 1968-69 survey had used a sample of 100,315, drawn from rosters compiled by a cooperating representative at each sample institution. Although the representatives had been requested to give names and addresses of only those persons who had teaching responsibilities, a number of nonteaching staff were included in some of the rosters and were not omitted in compilations based on the 1968-69 survey.

At the time of the second mailing, 31,495 forms had been returned. An additional 15,361 forms were received prior to the third mailing, and another 6,275 were received after the third mailing and prior to the mid-June cutoff for processing. After duplicates and invalid returns were removed, a total of 53,034 respondents remained, for an overall response rate of 49 percent.

Of the 53,034 respondents, 10,689 indicated either that they had no teaching responsibilities at any time during the 1972-73 academic year or that they had changed their institutional affiliation or retired since the name-and-address rosters had been compiled.[4] At least one respondent from each of the 301 sample institutions was thereby dropped, the average being 35 per institution. Therefore, 42,345 respondents were identified as currently active teaching faculty at their institutions; data from these respondents were used for the current report.

Weighting Procedures

In developing weights to adjust statistically the information received from the 42,345 teaching faculty respondents so that they would be representative of the entire population of college and university teaching faculty, the first step was to determine the actual number of faculty currently employed at each of the nation's 2,433 higher education institutions. The primary sources for these figures were the ACE quadrennial reports on the nation's institutions, American Universities and Colleges

[4] These cases were defined by their positive responses to either of the last two alternatives on questionnaire item #5, or their indication, in a space adjacent to the mailing label on the top of page 1 of the survey form, that they had changed their institutional affiliation (see Appendix C). These persons, though not dealt with in this report, will be the subject of future projected studies on nonteaching faculty and staff and on academic mobility.

(Furniss, Carlin, and Means, 1973), and American Junior Colleges (Gleazer and Cooke, 1971).[5]

Of the 2,433 institutions in the defined population, 2,013 were included in the ACE quadrennial reports and 2,006 institutions had complete counts of faculty by degree level (doctorate-holders and nondoctorate-holders). For the other seven institutions, only total faculty counts were reported in the quadrennial publications. The 420 institutions not reported in these sources were then checked for inclusion in the Higher Education General Information Survey (HEGIS-V) of employees in higher education institutions, available from the U.S. Office of Education. Faculty counts, by degree level, were obtained from HEGIS-V files for an additional 317 institutions.

It was necessary to estimate faculty counts at the remaining institutions on which no data were available. The percentage of faculty with and without doctorates was first calculated for all institutions, within each stratification cell, for which complete data were available. These percentages were then applied to the seven institutions for which only total faculty counts were available. Thus, estimates of the numbers of faculty, by degree level, in each of these institutions were derived. The mean number of faculty, by degree level, was then calculated, within each stratification cell, for all 2,330 institutions for which data were available. The appropriate stratification cell means were assigned to each of the remaining 103 institutions for which no faculty counts were available.

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[5]The most currently available supplement to these quadrennial reports was also used as a reference. See Federation of Regional Accrediting Commissions of Higher Education (1972).

The above procedures yielded an estimate of 518,849 faculty members employed at the 2,433 institutions in the population. Of the total, approximately one-third held doctorates, and almost two-thirds did not. Weighting procedures were then undertaken to adjust the respondent counts up to these population counts and concurrently to adjust for differential sampling of institutions within strata and for differential response rates of faculty by degree level.

To attain these objectives, three sets of weights were developed. The first is a between-college weight that adjusts for the disproportionate sampling of institutions within strata. The second is a within-college weight that adjusts for the differential response rates of faculty (by degree level) within each of the sample institutions. The third, the subject weight, is the product derived by multiplying the first two; it was applied in the subsequent processing of the 42,345 respondent data records on file. Faculty counts and weights, by institutional stratification cell assignment, are shown in Table 1.

Between-college weight. The total population of 2,433 institutions was arrayed into the 35 stratification cells used in the ACE Cooperative Institutional Research Program. Similarly, each of the 301 sample institutions was assigned to the appropriate stratification cell. Adjacent cells were combined where necessary so that there would be an adequate number of sample institutions in each grouping; this resulted in a 22-cell structure, shown in Table 1.

The number of faculty, by degree level, was then aggregated by cell for all institutions in the population and in the sample (columns 4-5 and 7-8, respectively, in Table 1). The ratio between the number of faculty (by degree level) in the population of institutions within the cell and the

Table 1

Faculty Counts and Respondent Weights, by Institutional Stratification Cell Assignment: 1972-73 Survey of Teaching Faculty

Stratification Cell[a]	Number of Institutions		Number of Teaching Faculty									Weights							
			In Population of Institutions			In Sample of Institutions			Survey Respondents			Between Colleges[d]		Within Colleges[e]					
														With Doctorate (Col.7 ÷ Col.10)			Without Doctorate (Col.8 ÷ Col.11)		
	In Population[a] (Col.1)	In Sample (Col.2)	Total (Col.3)	With Doctorate (Col.4)	Without Doctorate (Col.5)	Total (Col.6)	With Doctorate (Col.7)	Without Doctorate (Col.8)	Total (Col.9)	With Doctorate (Col.10)	Without Doctorate (Col.11)	With Doctorate (Col.12= Col.4 ÷ Col.7)	Without Doctorate (Col.13= Col.5 ÷ Col.8)	Highest (Col.14)	Lowest (Col.15)	Median (Col.16)	Highest (Col.17)	Lowest (Col.18)	Median (Col.19)
University																			
Selectivity:[b]																			
1,5. LESS THAN 500; OR UNKNOWN	161	13	52,391	22,068	30,323	10,781	6,262	4,519	4,337	3,345	992	3.5	6.7	2.9	1.3	1.8	12.8	2.7	4.6
2. 500-549	39	19	40,522	19,461	21,061	21,977	9,807	12,170	7,003	5,175	1,828	2.0	1.7	4.0	1.1	1.8	50.0	2.0	4.7
3. 550-599	45	18	51,783	25,598	26,185	21,785	10,884	10,901	7,771	5,902	1,869	2.4	2.4	4.5	1.2	1.7	30.5	1.8	4.4
4. 600 OR MORE	51	28	76,959	35,389	41,570	47,909	21,336	26,573	10,382	8,442	1,940	1.7	1.6	7.7	1.5	2.2	50.0	2.2	9.2
4-Year Public College																			
Selectivity:[b]																			
6,9. LESS THAN 450; OR UNKNOWN	162	10	39,031	14,429	24,602	3,023	1,138	1,885	909	636	273	12.7	13.1	3.2	1.2	1.6	50.0	2.6	4.1
7. 450-499	67	7	21,847	9,040	12,807	3,271	1,333	1,938	1,406	880	526	6.8	6.6	1.3	1.8	1.4	5.5	2.6	3.8
8. 500 OR MORE	73	12	36,356	15,649	20,707	6,480	2,832	3,648	1,778	1,141	637	5.5	5.7	4.4	1.4	1.7	39.8	2.7	4.6
4-Year Private Nonsectarian																			
Selectivity:[b]																			
10,14. LESS THAN 500; OR UNKNOWN	216	20	24,720	6,124	18,596	3,377	922	2,455	996	453	543	6.6	7.6	8.0	1.1	1.8	22.7	2.0	3.4
11. 500-574	43	6	6,340	2,169	4,171	955	298	657	293	168	125	7.3	6.3	4.0	1.3	1.7	19.6	2.0	2.8
12. 575-649	54	16	7,569	3,767	3,802	2,695	1,433	1,262	948	675	273	2.6	3.0	3.7	1.0	1.8	36.0	1.9	3.5
13. 650 OR MORE	48	23	7,417	4,534	2,883	3,591	2,318	1,273	1,471	1,148	323	2.0	2.3	4.0	1.5	2.0	19.0	1.0	3.9
4-Year Roman Catholic																			
Selectivity:[b]																			
15,18. LESS THAN 500; OR UNKNOWN	106	14	7,744	2,080	5,664	1,174	403	771	371	184	187	5.2	7.3	3.2	1.6	2.0	8.7	2.4	4.5
16. 500-574	73	11	8,090	2,596	5,494	1,186	402	784	385	208	177	6.5	7.0	3.5	1.3	1.9	11.2	3.0	4.1
17. 575 OR MORE	41	12	5,218	2,064	3,154	1,354	527	827	416	259	157	3.9	3.8	3.4	1.5	2.0	9.2	3.9	5.0
4-Year Protestant																			
Selectivity:[b]																			
19,23. LESS THAN 450; OR UNKNOWN	135	9	8,046	2,021	6,025	445	142	303	162	65	97	14.2	19.9	3.4	1.0	2.0	4.8	1.2	3.6
20. 450-499	53	5	4,915	1,649	3,266	476	171	305	154	94	60	9.6	10.7	2.1	1.6	1.7	9.2	3.4	4.9
21. 500-574	68	9	6,949	2,521	4,428	658	246	412	268	135	133	10.2	10.7	3.0	1.3	1.7	7.3	1.9	3.1
22. 575 OR MORE	48	13	5,868	2,745	3,123	1,853	860	993	748	484	264	3.2	3.1	2.9	1.1	1.8	7.2	2.1	3.6
2-Year College																			
24,25,26, 28,29,32, 33. SELECTIVITY[b] LESS THAN 500; EXPENDITURES[c] LESS THAN $1,000; OR BOTH UNKNOWN	708	29	73,099	4,883	70,216	4,080	175	3,905	1,101	128	973	27.9	18.0	4.0	1.0	1.1	11.7	1.8	3.4
27. SELECTIVITY[b] 500 OR MORE	57	7	8,637	588	8,049	1,138	56	1,082	498	47	451	10.5	7.4	2.3	1.0	1.3	6.3	1.6	2.3
30,31. EXPENDITURES[c] $1000 OR MORE	91	6	10,739	759	9,980	1,222	32	1,190	325	25	300	23.7	8.4	2.1	1.0	1.1	10.4	1.9	3.2
Predominantly Negro College																			
34,35. PUBLIC AND PRIVATE	94	14	12,609	3,296	9,313	2,942	845	2,097	623	283	340	3.9	4.4	6.7	1.7	2.8	12.1	3.0	4.4
TOTAL	2,433	301	518,849	183,430	335,419	142,372	62,422	79,950	42,345	29,877	12,468	—	—	—	—	—	—	—	—

[a] Creager, Astin, Boruch, Bayer, and Drew, 1969, pp. 11-12.

[b] Average achievement test scores of entering students.

[c] Per-student expenditures for educational and general purposes.

[d] Constant for each sample institution in the same cell.

[e] Varies for each institution in the sample.

NOTE: The final subject weight is the product of the within times the between weight, determined separately for each institution and by degree level (doctorate or nondoctorate) of respondents. See text for further detail.

number of faculty (by degree level) in the sample of institutions within the cell was then calculated. This ratio, the between-college weight, is a constant for all faculty of a given degree level within all of the sample institutions in the same cell (columns 12-13 in Table 1).[6] These weights range from 1.7 to 27.9 for those with doctorates, and from 1.7 to 19.9 for those without doctorates.

Within-college weight. As in the 1968-69 survey, a preliminary check of the faculty responses indicated that there was a bias in the returns. Those who held a doctoral degree were substantially more likely to respond than were those who held a degree below this level. Therefore, for each of the 301 sample institutions, the ratio of total faculty to total respondents was calculated separately by degree level (summarized in columns 14-19 of Table 1). For the 301 sample institutions, the median within-college weight is 1.8 for doctorates and 4.0 for nondoctorates.[7]

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[6] A less complex procedure was used in the report based on the 1968-69 faculty survey. In that report, a single between-college weight was calculated, based on the ratio of the number of sample institutions to the number of population institutions within each cell. This procedure assumed that the sample institutions within each cell had average faculty size and average proportions of faculty with doctorates. The cell structure itself does not control for these two factors, however, and these assumptions were clearly not applicable to the 1972-73 survey.

[7] At a few institutions whose annual growth was unusually rapid, calculations of within-college weights resulted in a value of less than 1.0, because most faculty name-and-address files were compiled from sources for the 1971-72 or 1972-73 academic years, whereas the total faculty counts for sample and population institutions which were used in weighting were typically from the two preceding academic years. In these cases, the weight was set at 1.0. At a few other institutions -- all of them large colleges in which the institutional postal services were apparently unable to handle dispersion of questionnaires adequately, perhaps because of having less-than-complete addresses for the faculty members surveyed at these particular schools -- within-college weights exceeded 50.0 for those not holding doctorates. In these cases, the weights were set at 50.0.

Subject weight. The third weight, assigned to each respondent, was derived by multiplying the first two weights. This weight was unique to all faculty of a given degree level currently employed at a given sample institution. Application of this weight in data processing proportionately inflates the respondent counts to approximate the national total of 519,000 faculty members in all 2,433 U.S. colleges and universities.

The Survey Form

The survey questionnaire, shown in Appendix C, was developed in conjunction with educational researchers, college and university administrators, government agency officials, and regular faculty members at a diverse array of higher education institutions. As was pointed out previously, a number of the items from the earlier 12-page instrument used in the 1968-69 survey were repeated verbatim or included in modified form. New items, some adapted from other faculty surveys and some developed to explore new research areas, were added.

To economize and to make data processing more efficient, and to minimize to the extent possible the amount of time required of the respondent, the survey instrument was limited to four pages and was set up in such a way that it could be processed by optical mark-reading devices. Consequently, several important areas of information had to be left out, and some response categories were collapsed to a greater extent than would be generally desirable. In addition, although the most critical response alternatives were included, some logical alternatives had to be excluded: e.g., the list of 76 fields of specialization could be much more detailed; the item on amount of time spent in various activities does not include such areas as committee work or clinical practice; and lists of institutional goals, attitudes toward social and academic issues, and possible reasons for

seeking a position elsewhere were condensed from more detailed preliminary draft items. Nevertheless, within these defined constraints, the survey questionnaire meets the comprehensive general-purpose objectives of providing a large-scale sample survey for research purposes, a survey which encompasses detailed current information on demographic and educational background, work roles and professional activities, attitudes and opinions, and current practices and objectives of American college and university faculty and staff.

National Norms

National normative distributions on all survey questionnaire items were calculated by applying the appropriate subject weight to each respondent case on file. As described previously, the application of these weights inflated the total faculty counts to approximate the almost 519,000 college and university teaching faculty previously defined as employed in the nation's 2,433 higher education institutions. The weighted proportion of faculty at all institutions who are women is 20 percent: 21.9 percent in two-year colleges; 21.8 percent in four-year colleges; and 16.5 percent in universities.[8]

The normative data, presented on pages 23 through 32, are listed in the same order as on the questionnaire. Questionnaire item numbers appear after each item description in the tables. Tabular data are presented separately by sex and for both sexes combined. Figures are also given for all institutions combined as well as being subdivided according to the

[8] Sex was not reported by 7.7 percent of all respondents to the survey; consistent with the practice employed in the 1968-69 survey tabulations, these respondents were included in item calculations for men.

basic type of institution in which the faculty members are employed: two-year colleges, four-year colleges, and universities.

In some cases, response categories have been combined for more concise summary. Responses to the open-ended items on high school attended, baccalaureate institution, and institution of highest degree (#10 and #11) and on what the respondent regarded as the personally most outstanding professional accomplishment or achievement (#30) were also aggregated for the statistical series. Coding details are presented in Appendices D and E.

All figures are percentages based on the weighted marginal distribution of the responses from the survey participants. In some cases, percentages may not sum to exactly 100.0 within a group, due to rounding error; for some items, respondents were asked to mark as many responses as were applicable, in which case the sum may be greater than 100 percent.

In any survey, some respondents will skip particular questionnaire items. In some cases, those who did not respond to a particular item have been excluded from the percentage calculations, as documented in footnotes to the tabular data. This procedure assumes that nonrespondents were distributed in a similar ratio as are respondents to the particular item categories. In other cases, logic dictated including nonrespondents in percentage calculations, because skipping the item might have implied either a "not applicable" response or a response in the negative.

It should also be noted that any statistical data series not based on a complete enumeration are subject to some error. While statistical indicators of precision for every percentage is impractical, some idea of the reliability of the reported data is important for comparative purposes. Appendix F offers some guidelines for judging the precision of the reported percentages.

Overview of Findings

The massive amount of information presented in the following pages of tabular data precludes any comprehensive overview. Consequently, only the highlights are given, and these are drawn primarily from the data for both sexes combined and for faculty employed in all types of institutions. Selected major contrasts between the sexes or between those employed in the three different types of institutional settings will, however, be mentioned. When appropriate, some findings from the 1972-73 survey will also be compared with those from the 1968-69 survey, formerly reported by Bayer (1970). It should be recalled, however, that while these two surveys are parallel, they differed slightly in design, statistical methodology, and item wording; such differences should be taken into account in considering similarities and differences over the period.

Demographic Background

In the 1972-73 academic year, almost three-fifths (58.7 percent) of the teaching faculty reported they were over age 40, compared to 54.4 percent in 1968-69. In part, this "aging" of the aggregate of American college and university faculty is probably attributable to the changing job market for academics.[9] With the decrease in demand relative to supply, many young people now completing graduate school are simply unable to find academic positions, a reversal of the trends in the 1950s and 1960s. Indeed, four-fifths of the faculty in 1972-73 agreed that jobs for new entrants into their field are harder to find today than they were five years ago.

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[9] Part of this aging may also be attributable to artifactual results of the design. Source documents for the names and addresses used in the survey often have a lag and thus would tend to exclude some new, and hence younger, faculty. Additionally, newly established institutions may tend to recruit younger-than-average faculty and thus exclusion of these institutions (see footnote 1) may yield somewhat higher faculty age than actually exists within the current population of higher education institutions. Nevertheless, within the core population of 2,433 institutions, common to both surveys, aging is indeed apparent.

The proportion of faculty who were minority-group members or women increased only slightly over the five-year period. In 1968-69, 2.2 percent of the faculty were black, and 19.1 percent were women. In 1972-73, the proportion of blacks had increased to 2.9 percent, and that of women, to 20.0 percent. Thus, affirmative action programs designed to increase the proportions of minorities and women on college and university faculties seem to be moving at a slow pace.[10] The data on women suggest that affirmative action may have resulted more in a redistribution of women teachers among the types of institutions rather than in the recruitment of women formerly outside of academe: In both two-year and four-year colleges, the proportion of women on the faculty has actually declined somewhat; in universities, the proportion has increased from 14.8 percent in 1968-69 to 16.5 percent in 1972-73.

As was true in 1968-69, the socioeconomic background of academics, as reflected in their parents' educational level, was not as high as popularly assumed. The modal educational level of fathers of faculty in 1972-73 was an eighth-grade education or less; the modal educational level of their mothers was completion of high school. Only 11.1 percent of the fathers, and 3.5 percent of the mothers, had received a degree beyond the Bachelor's.

College and university teaching faculty are drawn almost entirely from the domestic pool of talent. Only 3.3 percent of faculty indicated that they were not U.S. citizens. Twice this proportion (6.7 percent), however,

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[10]Some would argue that this seeming inertia is attributable to institutional resistance, others would propose that it reflects the lack of qualified pools of such persons. A third alternative explanation, outside the scope of the current tabulations, is that advances in the recruitment of minorities and women to academe may be more apparent in administrative and other non-teaching positions.

received their high school education outside of the United States, and 4.0 percent received their baccalaureate from a foreign institution.

Educational Background

About two-fifths (40.8 percent) of faculty men, and three-fifths (61.6 percent) of faculty women reported that the master's was their highest degree. About one-fifth (19.9 percent) of the women, and two-fifths (39.7 percent) of the men indicated they held a doctoral degree of some kind. The remaining faculty either did not report their degree level, held a professional law degree (5.0 percent), or had no degree beyond the baccalaureate.

Predictably, those in junior colleges were least likely to hold doctorates, and those in universities were most likely. Among junior college teaching faculty, 5.9 percent held either a Ph.D. or Ed.D.; among four-year college faculty, 35.3 percent had these degrees; and among university faculty, over two-fifths (42.9 percent) held Ph.D.s or Ed.D.s.

As would be expected from the high average age of faculty members, fully two-thirds (68.0 percent) received their bachelor's degree prior to 1960. Almost two-fifths (37.7 percent) received their advanced degrees prior to 1960. Consistent with these figures, almost one-third (32.3 percent) agreed with the statement that "knowledge in my field is expanding so fast that I have fallen seriously behind." Nevertheless, fewer than one-fourth (24.2 percent) had ever taken a sabbatical.

American college and university faculty were most likely to hold their highest degree in the humanities (17.6 percent), followed by education (14.8 percent), the social sciences (12.4 percent), and the physical sciences (11.5 percent). Men were more likely than women to hold degrees in the physical and biological sciences, the social sciences, engineering, and business. Women were more likely to hold degrees in education, the humanities, and the health sciences.

Faculty with backgrounds in the sciences and the professions were most likely to be employed in universities. Those in the arts and the humanities were most likely to be in four-year colleges, and those with training in the field of education were most typically employed at junior or community colleges.

Work History

Rather surprisingly, only 28 percent of current teaching faculty indicated that the position they had held immediately prior to taking a job at their current institution involved teaching at the college level. Fewer than one-fifth (17.3 percent) indicated their primary preceding activity was as a student. Most reported that their prior position was in precollege teaching, administration in various areas, research and development, or other professional nonteaching capacities.

While almost one-fourth (23.9 percent) said that they had interrupted their professional careers for more than a year because of military or family obligations, the difference between the sexes was the reverse of what is generally assumed: Men were more prone to career interruptions than were women. One-fourth of the men, compared with only one-fifth of the women, said that they had interrupted their careers for more than one year.

Current Position

While all of those included in the tabulations had some teaching responsibilities during the academic year, 11.4 percent indicated that their principal activity was administrative, and almost two-thirds indicated that they spent time each week in administrative work. An additional 4.2 percent, particularly those employed in universities, said that their primary activity was research. Nationally, almost two-thirds of all college and university teaching faculty indicated that they spent some time weekly in

research and scholarly writing. Almost three-fifths (57.2 percent) had published in journals; and two-fifths (39.0 percent) had published at least one book, manual, or monograph.

Part-time appointments were more prevalent in universities than in either two-year or four-year institutions. Nevertheless, overall, few (4.7 percent) indicated that they had a part-time appointment for the academic year. Only 3.8 percent of the men faculty, and 8.2 percent of the women faculty, were on less than full-time status.

Consistent with the aging of the faculty population, proportionately more held senior ranks in 1972-73 than in the 1968-69 academic year. In 1972-73, fully half (50.7 percent) held the rank of either associate or full professor, compared with 42.3 percent in 1968-69. As was true in 1968-69, substantially more men than women, in all types of institutions, held senior-level ranks. In 1972-73, 32.0 percent of the women teaching faculty, and 55.4 percent of the men teaching faculty, were either associate or full professors.

Consistent with these figures was the substantial increase in the proportion of faculty who had tenure. In 1968-69, fewer than half (46.7 percent) were tenured, whereas almost two-thirds (64.7 percent) were tenured in 1972-73. Men were also more likely than were women to be tenured; and those in junior colleges were more likely to be tenured than were their colleagues in senior colleges.

As expected, teaching loads were particularly heavy for those faculty employed in the junior and community colleges. Of those who were teaching during the term in which they responded to the survey, 85.8 percent of the junior college faculty taught three or more classes. In four-year colleges, 71.4 percent carried a similar load; and among university faculty,

47.2 percent taught three or more classes. Substantial amounts of time were also spent in teaching-related activities outside the classroom. Overall, 58.7 percent of college and university faculty spent nine hours or more per week in their class preparation, and 44.8 percent spent five hours or more per week in advising and counseling students. The primary teaching goals, endorsed by approximately nine in ten faculty members at all types of institutions, were to develop students' creative capacities, to assist them in mastery of knowledge in the discipline, and to increase their desire and ability to undertake self-directed learning.

In addition to the time spent in classroom teaching and related responsibilities, as well as in administrative and in creative scholarly activities, academics spend large segments of their time in committee work, clinical practice, community service, consulting, service to their profession, and reading of professional literature. In the past year, 37.7 percent engaged in paid consulting outside of their institution, and 41.8 percent engaged in public service professional consulting without pay. In addition, 11.7 percent of junior college faculty, 21.6 percent of four-year college faculty, and 37.0 percent of university faculty were away from their campuses more than ten days for professional activities.

Faculty Opinions and Attitudes

Contrary to many of the stereotypes of college and university faculty, substantial proportions considered themselves as religious (60.0 percent) and as politically conservative (44.0 percent). At the same time, many of the reforms currently taking place in academe were apparently endorsed by a majority of faculty: four-fifths (80.4 percent) believed that teaching effectiveness, not publications, should be the primary basis for faculty promotions; 69.4 percent believed that faculty promotions should be based

in part on formal student evaluations of teaching; and 64.3 percent believed that students should be represented on the governing boards of their institutions. Only one-third of the faculty expressed opposition to collective bargaining by college and university staff.

Finally, there was little indication that faculty members were generally dissatisfied with their jobs. Only 12.0 percent had been at their current institution for less than three years; only 13.5 percent indicated that, if they had it to do over again, they would not choose an academic life; and 18.2 percent said that they would have chosen another discipline, if they had the opportunity to retrace their steps.

Conclusion

The overview just presented covers only a few of the highlights from the information in the following tables. The interested reader is invited to study further the other survey item tabulations and to make further comparisons between the sexes and among the three major types of institutions. Moreover, since a number of the factual and attitudinal items are essentially replicated from the earlier 1968-69 survey, those interested in trends and changes may wish to compare these data with those in the earlier report (Bayer, 1970).

In conclusion, this report should give a better insight into academics and their work not only to faculty members themselves but also to college and university administrators, government officials, and students. Some of the findings will confirm conventional wisdom; other findings will dispel some of the myths about faculty-in-general and about similarities and differences between the sexes and among various kinds of institutions. A series of more detailed analytical studies on many of the contemporary issues in higher education, as they relate to faculty, will be forthcoming.

Weighted National Normative Distributions, by
Sex and Type of Institutional Setting, for
College and University Teaching Faculty:
1972-73 Academic Year

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Principal activity of current position (1)[a]												
Administration	12.2	8.5	11.4	7.5	5.2	6.9	12.5	10.0	12.0	13.7	8.6	12.8
Teaching	81.2	86.5	82.2	90.8	89.8	90.6	84.9	87.2	85.4	74.2	83.5	75.8
Research	4.8	1.6	4.2	0.2	0.4	0.3	1.5	0.6	1.3	9.5	3.7	8.5
Other	1.9	3.4	2.2	1.5	4.6	2.2	1.1	2.2	1.4	2.6	4.2	2.9
Employment status for current academic year (2)[a]												
Full time	96.1	91.8	95.3	98.8	96.3	98.2	96.5	91.4	95.4	94.8	89.2	93.9
Part time, more than half time	0.9	2.9	1.3	0.3	1.2	0.5	0.9	3.2	1.4	1.2	3.8	1.6
Half time	0.8	2.7	1.2	0.4	1.2	0.6	1.0	2.9	1.4	0.9	3.5	1.3
Less than half time	2.1	2.6	2.2	0.6	1.3	0.7	1.7	2.5	1.9	3.1	3.5	3.2
Present rank (3)[a]												
Professor	30.3	11.0	26.4	8.2	7.4	8.0	27.8	11.9	24.3	40.9	12.3	36.2
Associate Professor	25.1	21.0	24.3	15.8	14.6	15.5	27.8	24.9	27.2	26.4	20.4	25.4
Assistant Professor	23.8	31.2	25.3	12.5	13.9	12.9	30.8	37.1	32.2	22.3	35.1	24.4
Instructor	10.4	24.3	13.2	26.2	37.8	29.0	8.6	18.4	10.8	5.9	22.8	8.7
Lecturer	2.2	4.0	2.5	0.4	0.4	0.4	2.4	4.3	2.8	2.7	5.8	3.2
Do not hold rank designation	6.8	6.4	6.7	34.4	25.0	32.1	1.6	1.6	1.6	0.5	0.4	0.5
Other rank	1.4	2.1	1.6	2.5	1.0	2.1	1.0	1.8	1.1	1.4	3.2	1.7
Number of hours per week in administration (4a)[b]												
None, or no answer	34.0	46.9	36.6	48.1	55.9	50.0	33.9	45.7	36.5	28.6	42.5	30.9
One to four hours	29.0	26.1	28.4	26.8	23.4	25.9	28.7	26.1	28.2	30.0	27.6	29.6
Five to eight hours	12.8	10.5	12.3	8.7	9.1	8.8	12.7	10.6	12.2	14.5	11.1	13.9
Nine to twelve hours	6.9	4.8	6.4	4.1	3.3	3.9	7.1	4.9	6.7	7.7	5.6	7.4
Thirteen to sixteen hours	3.4	2.7	3.3	3.0	1.9	2.7	3.3	2.5	3.1	3.7	3.4	3.6
Seventeen hours or more	13.9	9.1	13.0	9.4	6.4	8.6	14.2	10.0	13.3	15.5	9.8	14.6
Number of hours per week in scheduled teaching (4b)[b]												
None, or no answer	6.4	7.6	6.6	5.8	8.0	6.4	5.9	7.1	6.2	7.1	7.9	7.2
One to four hours	12.5	9.0	11.8	3.7	3.5	3.7	9.2	8.6	9.0	18.8	12.9	17.8
Five to eight hours	23.2	16.2	21.8	5.5	7.2	5.9	18.0	15.8	17.5	34.6	22.5	32.6
Nine to twelve hours	28.3	28.1	28.3	11.5	11.1	11.4	40.5	36.6	39.6	24.5	28.7	25.2
Thirteen to sixteen hours	16.2	21.9	17.3	35.7	40.0	36.7	17.2	18.8	17.5	7.7	14.3	8.8
Seventeen hours or more	13.3	17.1	14.1	37.7	30.2	35.9	9.3	13.1	10.1	7.3	13.6	8.4
Number of hours per week in preparation for teaching (4c)[b]												
None, or no answer	7.8	7.7	7.8	7.6	7.1	7.5	7.3	7.5	7.3	8.4	8.4	8.4
One to four hours	12.5	10.0	12.0	8.3	7.7	8.1	11.0	10.7	10.9	15.4	10.6	14.6
Five to eight hours	21.4	21.8	21.5	21.1	22.6	21.5	19.2	20.8	19.6	23.4	22.4	23.2
Nine to twelve hours	22.0	21.1	21.8	21.2	19.4	20.7	22.5	21.0	22.1	21.9	22.4	22.0
Thirteen to sixteen hours	15.1	14.5	15.0	16.6	15.0	16.2	16.3	15.0	16.0	13.6	13.6	13.6
Seventeen hours or more	21.1	24.9	21.9	25.3	28.2	26.0	23.7	25.1	24.0	17.3	22.7	18.2
Number of hours per week in advising and counseling students (4d)[b]												
None, or no answer	11.1	11.9	11.3	12.3	10.5	11.9	9.8	12.5	10.4	11.7	12.0	11.8
One to four hours	43.7	44.6	43.9	43.5	49.2	44.9	44.5	44.8	44.5	43.2	41.3	42.9
Five to eight hours	29.6	26.5	29.0	31.4	27.8	30.5	30.2	26.2	29.3	28.4	26.1	28.1
Nine to twelve hours	10.6	10.8	10.6	8.2	7.3	8.0	10.6	10.7	10.6	11.5	13.1	11.8
Thirteen to sixteen hours	3.1	3.1	3.1	2.3	1.3	2.1	3.2	3.2	3.2	3.3	4.1	3.4
Seventeen hours or more	1.9	3.1	2.1	2.3	3.9	2.7	1.8	2.5	2.0	1.8	3.2	2.0

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR
(Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of hours per week in research and scholarly writing (4e)[b]												
None, or no answer	31.4	49.8	35.1	57.5	63.2	58.9	33.7	49.1	37.0	19.4	42.2	23.2
One to four hours	22.7	26.7	23.5	27.7	24.8	27.0	25.8	27.0	26.1	18.1	27.5	19.7
Five to eight hours	13.8	9.2	12.9	9.3	6.0	8.5	14.9	9.7	13.8	14.7	10.6	14.0
Nine to twelve hours	10.6	6.2	9.8	2.6	2.9	2.6	10.3	6.8	9.5	14.1	7.5	13.0
Thirteen to sixteen hours	7.3	2.8	6.4	1.4	1.7	1.5	6.4	2.7	5.6	10.3	3.7	9.2
Seventeen hours or more	14.2	5.3	12.4	1.6	1.4	1.6	8.9	4.8	8.0	23.5	8.5	21.0
Current teaching activity (5)[a,c]												
During the current term	96.8	97.4	96.9	99.5	97.7	99.1	97.3	97.8	97.4	95.3	96.7	95.6
During the academic year, but not current term	3.2	2.6	3.1	0.5	2.3	0.9	2.7	2.2	2.6	4.7	3.3	4.4
Number of classes meeting in the current term (includes only those currently teaching) (6a)[a,b]												
One	14.4	12.3	13.9	5.6	10.3	6.7	10.4	9.6	10.2	21.6	16.8	20.8
Two	23.0	18.2	22.0	7.1	8.8	7.5	18.4	18.5	18.4	33.6	24.1	32.0
Three	25.9	21.7	25.0	14.3	9.2	13.1	31.8	25.3	30.4	25.4	25.8	25.5
Four	18.4	22.1	19.1	22.9	25.5	23.5	24.8	23.0	24.4	10.8	18.7	12.1
Five or more	18.4	25.7	19.9	50.1	46.3	49.2	14.7	23.6	16.6	8.6	14.7	9.6
Number of different courses being taught in the current term (includes only those currently teaching) (6b)[a,b]												
One	20.7	20.8	20.7	13.7	22.3	15.8	16.2	16.1	16.2	27.5	25.8	27.2
Two	35.6	29.2	34.3	26.7	26.7	26.7	32.2	25.5	30.8	42.2	35.3	41.1
Three	27.6	28.8	27.8	27.6	26.0	27.2	33.8	34.0	33.9	22.0	24.4	22.4
Four	10.2	13.1	10.8	18.1	15.2	17.4	11.5	14.6	12.2	5.9	10.0	6.6
Five or more	5.9	8.0	6.4	13.9	9.8	12.9	6.2	9.9	7.0	2.4	4.6	2.8
Number of introductory undergraduate level students currently being taught (includes only those currently teaching) (7a)[b]												
None[d]	33.7	25.7	32.1	2.6	3.7	2.8	26.4	23.3	25.7	52.7	42.9	51.1
Under 10	3.5	4.5	3.7	1.4	2.7	1.7	3.6	5.6	4.1	4.2	4.4	4.2
10-25	16.1	17.0	16.3	15.7	13.9	15.2	19.7	20.4	19.8	13.1	15.1	13.5
26-49	17.3	19.8	17.8	18.0	17.4	17.9	23.3	24.9	23.7	11.8	15.1	12.4
50-99	14.8	18.3	15.5	22.1	26.6	23.2	17.6	18.9	17.8	9.4	12.3	9.9
100 or more	14.6	14.7	14.6	40.2	35.8	39.2	9.4	6.9	8.9	8.7	10.2	9.0
Number of advanced undergraduate level students currently being taught (includes only those currently teaching) (7b)[b]												
None[d]	40.4	41.4	40.6	80.0	77.8	79.5	25.6	27.3	25.9	37.2	34.5	36.8
Under 10	10.9	10.4	10.8	3.2	2.3	3.0	12.9	14.9	13.4	12.3	10.3	12.0
10-25	21.9	22.1	21.9	7.3	9.7	7.9	28.0	27.6	27.9	22.5	23.5	22.6
26-49	15.0	14.6	15.0	5.1	6.3	5.4	19.2	18.1	19.0	15.5	15.9	15.6
50-99	8.7	8.8	8.7	3.0	3.6	3.2	11.2	9.7	10.9	8.9	11.0	9.2
100 or more	3.0	2.7	3.0	1.4	0.3	1.2	3.1	2.3	2.9	3.6	4.7	3.8
Number of graduate level students currently being taught (includes only those currently teaching) (7c)[b]												
None[d]	57.2	71.1	60.0	98.0	97.4	97.9	68.2	75.5	69.8	31.0	48.7	34.0
Under 10	19.9	13.4	18.6	1.2	1.4	1.2	14.6	11.5	14.0	32.1	23.6	30.7
10-25	13.8	10.2	13.1	0.3	1.1	0.5	10.8	8.6	10.4	22.0	18.2	21.3
26-49	5.0	3.4	4.7	0.1	0.1	0.1	4.2	3.6	4.1	7.7	5.2	7.3
50-99	2.4	1.4	2.2	0.3	0.0	0.2	1.7	0.6	1.4	3.9	3.1	3.7
100 or more	1.6	0.5	1.4	0.0	0.1	0.0	0.4	0.2	0.4	3.3	1.1	2.9

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR (Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percent indicating goal is "essential" or "very important" in their teaching of undergraduates (8a)[a]												
To master knowledge in a discipline	91.1	93.3	91.6	91.9	93.3	92.2	91.7	93.8	92.2	90.2	92.7	90.6
To convey a basic appreciation of the liberal arts	53.0	64.8	55.3	52.6	62.0	54.8	62.3	73.5	64.7	44.5	55.8	46.4
To increase the desire and ability to undertake self-directed learning	87.8	93.0	88.8	85.0	90.3	86.3	88.5	94.4	89.8	88.3	93.0	89.1
To develop the ability to think clearly	96.5	98.4	96.9	96.3	98.7	96.9	97.0	99.2	97.5	96.2	97.2	96.4
To develop creative capacities	76.2	77.9	76.6	70.7	70.7	70.7	78.3	80.6	78.8	76.7	79.4	77.2
To develop the ability to pursue research	39.3	40.1	39.5	21.7	25.8	22.7	41.2	47.9	42.6	45.0	40.1	44.2
To prepare students for employment after college	61.0	67.7	62.4	68.8	71.0	69.3	59.5	66.8	61.1	59.1	66.7	60.4
To prepare students for graduate or advanced education	52.8	53.3	52.9	50.2	43.2	48.5	55.0	58.7	55.8	51.7	53.3	52.0
To develop moral character	44.5	56.3	46.8	52.1	64.5	55.1	49.2	61.7	51.9	36.8	43.8	38.0
To develop religious beliefs or convictions	9.0	12.1	9.6	9.9	14.5	11.0	12.7	16.1	13.4	5.2	5.5	5.2
To provide for students' emotional development	36.5	58.0	40.8	46.0	67.4	51.2	39.3	59.6	43.6	29.9	49.6	33.2
To achieve deeper levels of students' self-understanding	52.5	73.0	56.6	58.4	77.7	63.1	56.4	75.7	60.6	46.2	66.3	49.6
To develop responsible citizens	58.0	69.8	60.4	70.7	77.9	72.4	59.5	71.3	62.1	51.2	62.5	53.1
To provide the local community with skilled human resources	47.1	59.1	49.5	63.2	67.5	64.2	43.1	56.7	46.0	43.9	56.6	46.0
To provide tools for the critical evaluation of contemporary society	55.7	61.8	56.9	52.8	60.2	54.6	60.7	64.8	61.6	52.3	59.1	53.4
To prepare students for family living	19.9	35.5	23.0	32.6	44.2	35.4	21.4	33.9	24.1	13.0	31.7	16.1
Percent indicating goal is "essential" or "very important" as an institutional educational goal (8b)[a]												
To master knowledge in a discipline	82.5	85.4	83.1	83.5	82.7	83.3	80.8	84.8	81.7	83.6	88.1	84.3
To convey a basic appreciation of the liberal arts	59.8	69.1	61.7	57.6	64.1	59.2	65.1	77.4	67.8	55.9	61.6	56.8
To increase the desire and ability to undertake self-directed learning	64.6	71.8	66.0	66.0	68.4	66.6	63.7	74.4	66.0	64.8	70.7	65.8
To develop the ability to think clearly	78.7	81.9	79.3	80.4	78.2	79.8	78.9	83.7	80.0	77.8	82.1	78.5
To develop creative capacities	55.7	57.2	56.0	54.4	54.1	54.4	55.9	59.9	56.7	56.1	55.9	56.0
To develop the ability to pursue research	34.0	39.7	35.2	16.6	18.2	17.0	31.3	41.8	33.6	44.4	52.4	45.7
To prepare students for employment after college	72.9	79.5	74.3	87.6	90.8	88.4	71.8	77.7	73.1	67.4	73.8	68.4
To prepare students for graduate or advanced education	53.0	59.2	54.2	52.2	51.4	52.0	50.4	58.5	52.2	55.7	65.7	57.3
To develop moral character	37.8	46.4	39.6	42.6	51.0	44.6	45.9	56.4	48.2	28.1	29.8	28.4
To develop religious beliefs or convictions	10.3	17.9	11.8	6.0	11.7	7.4	18.3	29.5	20.8	4.7	7.0	5.1
To provide for students' emotional development	34.1	45.8	36.5	43.4	54.0	46.0	40.0	51.6	42.5	24.4	32.1	25.7
To achieve deeper levels of students' self-understanding	44.0	54.4	46.1	51.7	62.0	54.2	48.3	57.9	50.4	36.4	44.3	37.7
To develop responsible citizens	63.2	70.4	64.7	76.9	78.2	77.2	65.5	72.6	67.1	54.9	62.0	56.1
To provide the local community with skilled human resources	61.8	68.4	63.1	84.3	86.6	84.9	57.5	62.4	58.6	55.6	63.0	56.8
To provide tools for the critical evaluation of contemporary society	49.1	56.6	50.7	46.9	53.7	48.6	52.0	59.2	53.6	47.5	55.3	48.7
To prepare students for family living	23.4	33.2	25.4	40.6	42.9	41.2	24.3	35.8	26.8	14.7	22.7	16.0

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR (Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest degree currently held (9)[e]												
None, less than B.A.	1.3	1.0	1.3	3.6	2.3	3.3	0.5	0.7	0.6	1.1	0.4	1.0
Bachelor's	4.5	6.5	4.9	7.3	10.9	8.2	2.8	4.3	3.2	4.9	6.3	5.1
Master's	40.8	61.6	44.9	73.6	73.2	73.5	44.3	56.8	47.0	25.0	59.9	30.8
LL.B., J.D., other professional (except medical)	5.4	3.7	5.0	2.9	3.8	3.1	5.1	3.6	4.7	6.6	3.8	6.1
Doctorate (except medical, Ed.D., or Ph.D.)	1.6	1.2	1.5	1.1	0.9	1.0	1.8	1.6	1.8	1.7	1.0	1.6
Ed.D.	3.1	2.6	3.0	1.7	1.4	1.6	4.0	3.1	3.8	2.7	2.7	2.7
Medical (M.D. or D.D.S.)	1.2	0.5	1.1	0.3	0.2	0.3	0.1	0.1	0.1	2.5	1.1	2.3
Ph.D.	33.8	15.6	30.2	4.5	3.4	4.3	34.2	21.5	31.4	44.9	16.4	40.2
(No answer)	8.3	7.4	8.1	4.9	4.0	4.7	7.1	8.2	7.3	10.6	8.5	10.3
Location of institution awarding baccalaureate (10a)[b]												
In United States	91.2	93.3	91.6	93.2	92.0	92.9	92.4	94.2	92.8	89.5	93.2	90.1
Outside of the U.S.	4.1	3.5	4.0	0.5	2.5	1.0	3.9	3.6	3.8	5.6	4.0	5.4
No B.A., no answer	4.7	3.2	4.4	6.3	5.6	6.1	3.7	2.2	3.4	4.9	2.8	4.5
Location of institution awarding highest degree (10b)[b]												
In United States	90.1	90.1	90.1	85.2	83.4	84.7	91.6	91.3	91.5	90.6	92.7	91.0
Outside of the U.S.	3.1	2.3	2.9	0.5	1.9	0.8	3.2	2.9	3.1	4.1	1.9	3.7
No higher degree	6.9	7.6	7.0	14.4	14.7	14.4	5.2	5.8	5.4	5.3	5.3	5.3
Location of high school (11)[b]												
United States:[f]												
East	29.3	27.0	28.8	17.6	16.3	17.3	35.6	34.2	35.3	28.5	25.2	28.0
South	11.1	16.7	12.2	6.5	10.8	7.5	12.5	19.1	14.0	11.7	17.6	12.7
Midwest	30.8	30.3	30.7	38.9	34.3	37.8	26.3	26.3	26.3	31.6	32.6	31.8
West	18.8	17.4	18.5	33.0	31.8	32.7	15.2	11.9	14.5	16.4	15.0	16.1
Foreign:[f]												
Canada	0.8	0.7	0.8	0.1	0.7	0.2	0.7	0.6	0.7	1.2	0.8	1.2
Latin America, South America	0.4	1.1	0.6	0.1	0.5	0.2	0.6	1.5	0.8	0.4	1.0	0.5
Europe	3.5	3.1	3.4	0.6	1.9	1.0	3.4	3.7	3.4	4.7	3.2	4.5
Africa	0.2	0.1	0.2	0.1	0.2	0.1	0.2	0.1	0.1	0.3	0.1	0.2
Asia and Australasia	1.7	1.4	1.7	0.7	1.8	1.0	1.8	0.8	1.6	2.0	1.9	2.0
(No answer)	3.3	2.1	3.1	2.5	1.7	2.3	3.7	1.8	3.3	3.2	2.7	3.2
Major field of highest degree (12b)[b]												
Business	4.7	1.9	4.1	5.5	3.5	5.0	5.5	2.0	4.7	3.7	0.9	3.2
Education (incl. physical and health ed.)	12.6	23.4	14.8	18.8	22.9	19.8	13.9	24.8	16.3	9.1	21.9	11.3
Biological Sciences (incl. agriculture)	7.4	4.3	6.8	5.4	4.1	5.1	5.1	4.2	4.9	10.1	4.7	9.2
Physical Sciences (incl. mathematics/statistics and computer sciences)	13.3	4.3	11.5	13.0	6.2	11.4	14.6	4.4	12.4	12.3	3.0	10.8
Engineering (incl. architecture/design)	7.8	0.4	6.3	5.3	0.0	4.0	5.8	0.3	4.6	10.5	0.8	8.9
Social Sciences (incl. psychology and geography)	13.3	8.6	12.4	9.2	10.5	9.5	14.1	8.7	13.0	14.2	7.4	13.1
Fine Arts	8.3	9.2	8.4	8.2	5.9	7.7	9.8	11.6	10.2	7.0	8.4	7.2
Humanities	16.8	20.6	17.6	16.2	22.3	17.7	20.5	23.9	21.2	14.0	15.7	14.3
Health Sciences	3.2	10.2	4.6	0.6	10.1	3.0	0.5	5.1	1.5	6.6	16.4	8.2
Other Professions (incl. social work, law, journalism, library science)	3.7	4.9	4.0	1.0	2.6	1.4	3.3	5.1	3.7	5.1	6.2	5.3
All other fields (incl. home economics, industrial arts, vocational-technical)	2.1	5.4	2.7	4.3	3.8	4.2	1.5	3.6	2.0	1.7	8.4	2.8
None, no higher degree (incl. no answer)	6.7	6.6	6.7	12.5	8.1	11.4	5.3	6.3	5.5	5.7	6.2	5.8

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR
(Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Age (13a)[b]												
30 or less (from 1943 or later)	6.0	11.3	7.0	6.1	13.3	7.8	7.1	10.6	7.9	4.9	10.8	5.9
31-35 (from 1938-1942)	15.7	13.5	15.3	14.2	13.2	14.0	17.3	12.7	16.3	15.0	14.7	15.0
36-40 (from 1933-1937)	16.3	13.2	15.7	16.7	11.4	15.4	16.7	14.7	16.2	15.7	12.6	15.2
41-45 (from 1928-1932)	16.2	13.5	15.7	17.6	13.7	16.7	15.9	14.7	15.6	15.9	12.0	15.3
46-50 (from 1923-1927)	14.6	15.3	14.8	18.4	20.6	19.0	13.5	13.9	13.6	14.1	13.6	14.0
51-55 (from 1918-1922)	12.1	12.1	12.1	12.1	11.7	12.0	10.6	11.5	10.8	13.3	13.2	13.3
56-60 (from 1913-1917)	8.3	8.9	8.4	7.9	7.2	7.7	7.9	8.1	8.0	8.8	10.9	9.2
Over 60 (from before 1913)	7.6	8.4	7.7	4.8	5.9	5.1	7.0	8.6	7.3	9.2	9.6	9.3
(No answer)	3.2	3.8	3.3	2.1	3.0	2.3	4.1	5.2	4.3	3.0	2.5	2.9
Year B.A. degree received (13b)[b]												
Before 1940	13.2	13.6	13.3	8.2	8.8	8.3	12.3	12.8	12.4	16.0	17.8	16.3
1940-1949	20.8	22.4	21.1	17.6	22.3	18.7	19.2	22.2	19.9	23.3	22.8	23.3
1950-1959	35.0	27.7	33.6	38.0	26.0	35.0	35.5	29.8	34.3	33.4	26.3	32.3
1960-Present	26.2	31.7	27.3	30.8	37.2	32.3	28.6	30.5	29.1	22.4	29.6	23.6
No B.A., or no answer	4.7	4.5	4.7	5.5	5.8	5.6	4.3	4.6	4.4	4.8	3.5	4.6
Year highest degree received (13c)[b]												
Before 1940	4.6	3.4	4.4	2.4	2.2	2.4	3.7	2.9	3.5	6.3	4.7	6.0
1940-1949	9.4	7.4	9.0	6.2	4.1	5.7	8.0	6.5	7.6	11.8	10.6	11.6
1950-1959	25.5	19.1	24.3	24.4	18.1	22.9	23.5	20.0	22.7	27.7	18.7	26.2
1960-1969	45.4	50.7	46.5	47.9	51.9	48.9	47.8	50.8	48.5	42.4	49.8	43.6
1970-Present	9.8	12.9	10.5	10.1	13.5	10.9	12.1	13.8	12.5	7.8	11.6	8.5
No higher degree, or no answer	5.2	6.5	5.5	8.9	10.2	9.2	4.9	6.0	5.1	4.0	4.7	4.1
Year since continuous service at current institution (13d)[b]												
Before 1950	16.7	10.5	15.4	14.3	6.2	12.3	14.9	10.1	13.8	19.1	13.6	18.2
1950-1959	14.1	10.9	13.4	13.8	9.4	12.7	12.0	11.1	11.8	15.9	11.6	15.2
1960-1964	14.3	15.7	14.6	14.4	14.9	14.6	15.1	17.4	15.6	13.6	14.2	13.7
1965-1969	34.6	38.3	35.3	38.2	40.9	38.8	34.5	36.3	34.9	33.3	39.0	34.2
1970-1973	11.5	14.1	12.0	8.5	14.3	9.9	13.9	14.6	14.1	10.6	13.3	11.1
(No answer)	8.8	10.6	9.2	10.8	14.2	11.6	9.6	10.6	9.8	7.4	8.4	7.6
Percent indicating "yes" to each factual item (14)												
Are you a U.S. citizen?	96.5	97.6	96.7	99.4	98.9	99.3	96.4	97.2	96.5	95.6	97.3	95.9
Are you presently married?	87.4	48.1	79.5	86.0	51.9	77.7	85.3	46.3	76.8	89.7	47.8	82.8
Do you have an employed spouse?	35.6	44.3	37.4	37.9	48.3	40.4	37.8	42.4	38.8	32.9	44.0	34.7
Do you have a spouse working as a professional person in an academic institution?	20.6	20.2	20.6	22.1	18.6	21.3	22.2	19.5	21.6	18.8	22.2	19.3
Do you have any dependent children?	70.4	33.6	63.0	72.1	36.7	63.5	68.7	30.9	60.5	71.1	34.8	65.1
Have you ever held a student teaching assistantship?	48.9	34.1	45.9	32.8	24.1	30.7	49.7	34.2	46.3	54.5	40.3	52.1
Have you ever held a student research assistantship?	31.9	15.3	28.6	14.0	9.4	12.9	29.1	14.5	25.9	41.3	20.0	37.8
Do you now hold a teaching or research assistantship at this or any other institution?	2.8	2.7	2.8	3.0	2.2	2.8	2.4	2.6	2.4	3.1	3.2	3.1
Were you ever awarded a fellowship or scholarship worth $1,000 per year or more?	51.1	42.6	49.4	26.6	29.1	27.2	51.4	43.5	49.6	60.5	50.0	58.8
Do you now hold a postdoctoral appointment?	8.0	5.1	7.4	1.2	0.5	1.0	7.6	6.4	7.3	11.1	6.5	10.3
Have you ever held a departmental chairmanship?	30.9	24.0	29.5	41.1	28.0	37.9	32.7	29.4	31.9	25.4	15.2	23.7
Have you ever held a major faculty-wide office such as dean?	9.7	5.0	8.7	9.1	5.2	8.1	10.6	6.3	9.7	9.1	3.3	8.1
Are you now a research associate?	2.4	1.1	2.2	0.9	0.1	0.7	1.9	0.9	1.6	3.5	2.2	3.3
Have you ever interrupted your professional career more than one year for military or family reasons?	25.0	19.7	23.9	19.0	19.1	19.0	24.6	17.8	23.1	27.6	22.2	26.7
Is your present appointment a tenured position?	67.3	54.4	64.7	75.0	70.0	73.8	62.0	54.0	60.3	68.8	45.1	64.9

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR
(Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percent indicating "yes" to each factual item (14) (Continued)												
Have you ever received at least one firm job offer elsewhere in the last two years?	37.5	37.3	37.5	33.0	34.2	33.3	35.2	34.5	35.1	41.2	42.7	41.5
Are you a member of the American Association of University Professors?	25.4	31.0	26.5	15.4	19.6	16.4	29.2	37.6	31.0	26.1	30.2	26.8
Are you a member of the American Federation of Teachers?	8.4	8.6	8.4	21.1	16.3	19.9	10.0	10.9	10.2	2.1	0.9	1.9
Are you a member of a National Education Association Affiliate?	19.6	32.2	22.1	38.9	42.8	39.9	22.1	35.3	25.0	10.0	21.7	12.0
Have you ever received an award for outstanding teaching?	17.5	14.1	16.9	20.4	15.4	19.2	17.3	14.5	16.7	16.7	12.9	16.0
Do you have any student teaching assistants this academic year?	28.8	19.6	27.0	10.3	11.2	10.5	23.4	15.7	21.8	40.6	29.6	38.8
Do you have any student research assistants this academic year?	21.9	7.1	18.9	2.5	1.1	2.1	14.7	6.6	12.9	35.5	11.4	31.5
Do you actively encourage undergraduates to see you outside your regular office hours?	77.2	73.1	76.3	82.4	74.7	80.5	82.5	79.2	81.8	70.6	64.9	69.7
On average, do you engage in social activities with students two hours or more weekly?	30.6	24.3	29.3	26.9	19.5	25.1	35.7	29.7	34.4	27.6	20.8	26.5
Is your social life primarily with colleagues at this institution?	36.8	30.1	35.5	21.3	20.3	20.8	36.5	31.4	35.4	43.3	34.7	41.9
Have you ever had a sabbatical?	26.7	14.4	24.2	16.8	8.8	14.9	24.9	16.7	23.1	32.0	15.2	29.3
Have you engaged in any paid consulting outside of your institution over the past year?	40.5	26.6	37.7	27.5	16.6	24.8	34.8	25.4	32.8	50.3	34.4	47.6
Have you engaged in public professional consulting without pay over the past year?	42.1	40.5	41.8	32.8	31.9	32.6	36.6	35.7	36.4	50.2	51.8	50.5
Number of days away from campus in 1971-72 for professional activities (15)[b]												
None	15.7	19.2	16.4	24.4	26.0	24.8	18.5	17.7	18.3	9.9	16.8	11.1
1-3	19.2	25.3	20.4	30.9	35.6	32.0	22.2	26.4	23.1	12.2	17.5	13.1
4-5	16.7	20.2	17.4	20.1	19.5	19.9	17.1	22.3	18.3	15.0	18.0	15.5
6-10	19.7	18.1	19.4	12.3	9.0	11.5	18.7	18.7	18.7	23.4	23.2	23.4
11-20	13.6	9.8	12.8	5.2	5.3	5.2	10.4	9.1	10.1	19.5	13.5	18.5
21 or more	11.0	4.6	9.7	3.4	3.0	3.3	8.7	3.0	7.4	15.9	7.5	14.5
(No answer)	4.2	2.8	3.9	3.7	1.6	3.2	4.5	2.8	4.1	4.1	3.4	4.0
Number of journals to which subscribe (16)[b]												
None, no answer	7.4	5.4	7.0	10.1	7.5	9.4	8.4	4.3	7.5	5.5	5.5	5.5
1-2	26.0	29.9	26.8	37.8	37.6	37.7	26.5	30.0	27.3	20.9	25.0	21.5
3-4	38.2	41.3	38.8	39.6	40.0	39.7	39.1	42.0	39.7	36.9	41.2	37.6
5-10	25.5	21.7	24.7	11.6	14.2	12.3	23.7	22.1	23.4	32.3	25.9	31.3
11 or more	3.0	1.6	2.7	1.0	0.8	0.9	2.2	1.5	2.1	4.4	2.4	4.1
Number of articles published in journals (17)[b]												
None, no answer	38.6	59.5	42.8	75.1	79.6	76.2	44.0	60.8	47.6	19.8	45.4	24.0
1-2	16.0	19.2	16.6	15.2	14.1	14.9	20.1	19.9	20.1	12.8	21.5	14.3
3-4	10.6	9.4	10.3	5.8	4.9	5.6	11.7	9.2	11.2	11.5	12.4	11.6
5-10	12.6	6.2	11.3	2.6	1.0	2.2	11.5	5.6	10.2	17.3	10.2	16.1
11-20	9.6	3.0	8.3	0.7	0.4	0.6	6.6	2.1	5.6	15.6	5.8	14.0
21 or more	12.7	2.7	10.7	0.6	0.0	0.5	6.1	2.4	5.3	23.0	4.6	19.9
Number of published books, manuals, or monographs (18)[b]												
None, no answer	57.7	74.0	61.0	71.9	84.0	74.9	64.2	76.7	66.9	46.6	64.4	49.6
1-2	25.8	19.0	24.4	21.5	13.5	19.6	23.6	17.1	22.1	29.4	24.6	28.6
3-4	9.3	3.9	8.2	4.4	1.5	3.7	7.6	3.2	6.6	12.7	6.2	11.6
5 or more	7.2	3.2	6.4	2.2	1.0	1.9	4.7	3.0	4.3	11.3	4.7	10.2

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR
(Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of published writings in past two years (19)[b]												
None, no answer	53.2	73.8	57.3	85.6	90.3	86.8	62.7	75.8	65.6	32.6	60.9	37.2
1-2	23.6	17.6	22.4	11.6	8.5	10.8	24.1	16.3	22.4	27.8	24.8	27.3
3-4	12.3	5.3	10.9	1.6	1.1	1.5	7.7	5.1	7.1	20.3	8.2	18.3
5 or more	10.9	3.3	9.4	1.2	0.1	0.9	5.5	2.8	4.9	19.4	6.0	17.2
Involvement in research, scholarly writing, or creative work (20) which has received some support in past 12 months (21)[b]												
No such activity (20), or no support received (21)	50.9	65.7	53.9	76.4	76.7	76.5	57.6	66.5	59.6	35.3	57.7	39.0
Supported activity, including principal investigator capacity (21)	30.0	13.5	26.7	8.5	9.8	8.8	21.7	10.4	19.2	45.3	19.6	41.1
Supported activity, but no principal investigator capacity (21)	19.1	20.8	19.5	15.1	13.5	14.7	20.7	23.1	21.2	19.4	22.7	19.9
Characterization of recent scholarship, research, or creative writing (includes only those with current activity) (22)[a]												
Pure or basic	39.9	26.3	37.7	23.1	16.3	21.6	38.8	30.0	37.2	43.8	26.1	41.5
Applied	49.3	45.9	48.7	50.0	43.8	48.6	43.4	42.0	43.1	53.1	50.8	52.8
Policy-oriented	15.0	9.9	14.2	9.0	8.8	9.0	13.4	11.1	13.0	17.3	9.0	16.2
Literary or expressive	19.4	24.9	20.3	28.2	26.9	27.9	21.4	26.9	22.4	16.3	22.0	17.0
Other	8.4	10.9	8.8	14.3	13.8	14.2	9.5	11.2	9.8	6.6	9.5	7.0
Factors indicated as "essential" or "very important" in seeking another position (23)												
Higher salary	60.3	52.8	58.8	58.0	47.5	55.4	60.3	50.2	58.1	61.2	59.2	60.9
Higher rank	33.2	36.8	33.9	22.8	23.2	22.9	34.4	37.7	35.1	36.3	44.2	37.6
Tenure	54.5	50.4	53.7	48.9	49.2	49.0	53.3	48.4	52.2	57.6	53.6	56.9
Less pressure to publish	18.2	21.5	18.8	20.2	11.8	18.2	18.3	23.3	19.4	17.2	25.5	18.6
More time for research	34.1	33.8	34.0	19.7	19.9	19.7	36.3	39.3	36.9	37.8	36.0	37.5
Smaller teaching load	25.1	30.2	26.1	33.4	36.7	34.2	28.2	30.1	28.6	19.3	26.2	20.4
More opportunities to teach	24.4	28.4	25.2	35.6	32.6	34.9	25.5	26.5	25.7	19.1	28.2	20.6
Less administrative responsibility	18.5	15.9	18.0	17.5	14.7	16.8	18.6	16.7	18.2	18.8	15.8	18.3
More administrative responsibility	11.9	9.4	11.4	13.9	10.8	13.1	12.3	9.3	11.7	10.8	8.7	10.4
Better students	33.2	29.0	32.4	30.5	30.9	30.6	36.8	32.6	35.9	31.3	23.5	30.0
Better colleagues	28.0	27.6	27.9	18.4	24.7	20.0	29.1	28.7	29.0	30.8	27.9	30.3
Good job for spouse	15.0	29.2	17.9	10.5	31.7	15.7	16.5	25.8	18.5	15.5	31.7	18.2
Better community	30.3	29.5	30.1	28.0	31.3	28.8	30.9	28.8	30.4	30.6	29.2	30.4
Better schools for my children	26.5	16.3	24.4	28.9	17.3	26.1	27.6	15.3	24.9	24.6	16.7	23.3
Better research facilities	30.5	27.9	30.0	14.2	20.2	15.7	32.5	33.1	32.6	35.1	25.6	33.7
Better chance for advancement	36.4	42.9	37.7	35.2	34.8	35.1	39.4	44.3	40.5	34.3	46.4	36.3
Better housing	18.9	18.1	18.7	18.7	17.7	18.5	20.8	19.0	20.4	17.4	17.4	17.4
Type of primary work in immediately prior position (24b)[b]												
Junior or senior college teaching	28.7	25.4	28.0	19.6	21.2	20.0	30.0	27.5	29.5	31.1	25.8	30.2
Postdoctoral fellowship or traineeship	2.9	0.9	2.5	0.3	0.0	0.2	1.7	0.7	1.5	4.9	1.6	4.3
Student	17.6	16.3	17.3	11.7	10.4	11.4	19.3	16.6	18.7	18.5	19.7	18.7
All others	39.9	46.6	41.3	58.9	59.0	58.9	36.6	43.9	38.2	35.3	42.0	36.4
(No answer)	10.9	10.8	10.9	9.6	9.4	9.5	12.4	11.4	12.2	10.2	10.9	10.3

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR (Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percent indicating "strongly agree" or "agree with reservations" (25)												
Federal aid for undergraduates should be channeled through institutions rather than given directly to students	62.0	63.8	62.4	66.5	64.9	66.1	60.0	62.1	60.4	61.9	65.2	62.5
Federal aid for graduates should be channeled through institutions rather than given directly to students	59.9	57.4	59.4	60.3	52.7	58.4	56.0	54.9	55.8	63.1	63.3	63.1
Jobs for new entrants into my discipline are harder to find today than five years ago	79.9	77.6	79.5	79.9	73.8	78.4	82.4	83.5	82.6	77.8	72.9	77.0
In my department, it is very difficult to achieve tenure if one does not publish	43.0	36.9	41.8	2.4	4.6	3.0	30.4	33.1	31.0	69.4	61.9	68.1
Part-time faculty should be eligible for tenure	26.6	39.8	29.2	27.6	37.0	29.9	23.5	37.0	26.4	28.8	45.1	31.5
Teaching effectiveness, not publications, should be the primary basis for faculty promotion	77.9	90.4	80.4	95.1	94.2	94.9	85.4	91.6	86.7	65.0	86.5	68.5
Faculty promotions should be based in part on formal student evaluations of their teachers	68.4	73.1	69.4	69.1	70.2	69.4	71.1	73.2	71.5	66.0	74.8	67.4
Collective bargaining by faculty members has no place in a college or university	34.1	33.9	34.1	25.0	29.6	26.1	32.4	35.2	33.0	39.1	35.2	38.5
Respect for the academic profession has declined over the past 20 years	70.2	68.4	69.8	72.1	67.4	71.0	71.4	68.9	70.8	68.4	68.6	68.5
Undergraduates today study harder than those of four years ago	29.6	30.6	29.8	26.0	27.4	26.3	26.9	28.5	27.3	33.3	35.2	33.7
Undergraduates today are more docile than those of four years ago	42.6	33.8	40.8	42.5	31.9	39.9	41.9	34.9	40.4	43.2	33.6	41.6
In my field, the male students comprehend the material better than the female students	18.8	6.5	16.4	27.0	10.0	22.8	17.4	6.1	15.0	16.9	4.8	14.9
Students should have representation on the governing board of this institution	61.6	75.0	64.3	63.9	73.8	66.3	64.5	75.8	67.0	58.2	74.8	60.9
The administration of my department is more democratic than authoritarian	73.4	72.0	73.1	79.6	78.1	79.2	75.5	74.2	75.2	69.2	65.5	68.6
A university department's recruitment of its own former graduate students for faculty positions is generally detrimental to the development of a quality educational program	60.1	50.0	58.1	46.2	40.0	44.7	60.6	50.9	58.5	65.1	55.2	63.5
I prefer to teach small classes	86.5	88.6	86.9	85.5	86.6	85.8	87.9	88.3	88.0	85.7	90.2	86.4
Institutional demands for doing research interfere with my effectiveness as a teacher	17.7	17.9	17.8	10.0	8.7	9.7	15.4	18.5	16.1	22.7	23.0	22.7
I wish I had a smaller teaching load so I could devote more time to research	35.4	36.8	35.7	30.4	31.7	30.7	40.1	41.1	40.3	33.3	34.8	33.6
I consider myself a religious person	58.4	66.4	60.0	68.1	68.8	68.3	60.5	68.7	62.3	52.9	62.1	54.4
I consider myself politically conservative	43.4	46.2	44.0	55.0	52.6	54.4	41.3	44.2	41.9	40.7	44.7	41.3
Claims of discriminatory practices against women students in higher education have been greatly exaggerated	47.4	28.6	43.6	54.3	33.6	49.3	47.2	30.4	43.5	44.9	23.4	41.3
There should be preferential hiring for minority faculty at this institution	32.9	36.1	33.6	27.9	31.5	28.7	32.9	36.7	33.8	34.9	38.4	35.5
There should be preferential hiring for women faculty at this institution	28.5	35.3	29.8	20.2	30.3	22.7	28.2	33.4	29.3	31.9	40.7	33.4
Institutional antinepotism rules should be abolished	49.8	53.8	50.6	44.0	41.2	43.3	49.3	53.0	50.1	52.4	62.8	54.1
If I had a chance to retrace my steps, I would not choose an academic life	13.9	12.1	13.5	15.2	15.5	15.2	14.8	10.6	13.9	12.6	11.9	12.5

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR
(Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percent indicating "strongly agree" or "agree with reservations" (25) (continued)												
If I had a chance to retrace my steps, I would choose another discipline	17.9	19.2	18.2	17.4	22.7	18.7	19.4	17.4	19.0	16.9	19.2	17.3
Knowledge in my field is expanding so fast that I have fallen seriously behind	34.4	24.0	32.3	34.2	24.0	31.7	35.7	24.0	33.1	33.3	24.1	31.8
Compared with most men of my age in my field who have had comparable training, I have been more successful	68.3	29.4	60.5	69.4	35.2	61.0	64.0	27.2	56.0	71.5	28.5	64.4
Compared with most women of my age in my field who have had comparable training, I have been more successful	62.3	73.3	64.5	57.8	78.0	62.7	60.2	69.4	62.2	65.7	75.0	67.3
Highest educational level of spouse (26a)[b]												
No spouse, or no answer	19.2	47.8	24.9	21.1	43.5	26.5	20.8	50.0	27.2	17.0	47.7	22.1
Completed high school, or less	10.7	3.9	9.4	17.4	7.5	15.0	10.4	3.4	8.9	8.4	2.2	7.4
Some college	16.7	6.1	14.6	20.7	9.0	17.9	15.1	5.7	13.0	16.5	4.8	14.6
Graduated from college	21.5	7.9	18.8	19.7	9.9	17.3	20.7	7.7	17.8	22.9	6.9	20.3
Attended graduate or professional school	11.7	6.4	10.7	9.1	7.6	8.7	12.1	5.8	10.8	12.4	6.3	11.4
Attained advanced degree	20.2	28.0	21.7	12.0	22.6	14.6	20.9	27.4	22.3	22.7	32.1	24.3
Highest educational level of father (26b)[a]												
8th grade or less	29.8	25.1	28.8	35.6	29.6	34.0	31.4	26.9	30.4	26.3	20.2	25.2
Some high school	14.0	13.9	13.9	16.8	15.8	16.5	13.9	13.5	13.8	12.9	13.2	13.0
Completed high school	19.0	17.8	18.7	21.0	16.1	19.7	18.2	18.5	18.2	18.8	18.0	18.7
Some college	12.1	14.3	12.6	11.0	17.7	12.8	12.0	11.4	11.9	12.6	15.7	13.2
Graduated from college	9.8	10.9	10.0	7.5	9.4	8.0	8.8	10.1	9.1	11.4	12.9	11.7
Attended graduate or professional school	4.7	5.2	4.8	2.7	2.9	2.8	5.1	5.2	5.1	5.1	6.8	5.4
Attained advanced degree	10.7	12.7	11.1	5.4	8.6	6.2	10.6	14.4	11.5	12.8	13.2	12.9
Highest educational level of mother (26c)[a]												
8th grade or less	22.9	18.4	21.9	24.5	19.7	23.2	25.0	20.3	23.9	20.5	15.4	19.6
Some high school	14.3	15.0	14.4	17.1	18.3	17.5	13.9	14.5	14.1	13.4	13.4	13.4
Completed high school	31.0	27.3	30.2	33.1	26.5	31.4	30.3	27.4	29.7	30.7	27.6	30.2
Some college	14.8	17.6	15.4	12.9	18.1	14.2	14.2	16.2	14.7	16.1	19.0	16.6
Graduated from college	11.3	12.7	11.6	8.7	10.2	9.1	10.7	12.4	11.1	12.8	14.6	13.1
Attended graduate or professional school	2.6	4.4	3.0	2.1	3.3	2.4	2.5	4.5	3.0	2.9	5.0	3.2
Attained advanced degree	3.1	4.7	3.5	1.6	3.8	2.2	3.3	4.7	3.6	3.6	5.1	3.9
Racial background (27)[a]												
White/Caucasian	95.1	93.6	94.8	97.1	93.3	96.1	92.1	91.3	91.9	97.0	96.6	96.9
Black/Negro/Afro-American	2.4	4.8	2.9	1.3	4.2	2.1	4.6	8.1	5.4	0.9	1.2	0.9
American Indian	0.8	0.9	0.8	0.9	0.8	0.9	0.8	1.1	0.8	0.7	0.6	0.7
Oriental	1.4	1.7	1.5	0.6	3.3	1.3	1.5	0.8	1.4	1.6	1.8	1.6
Mexican-American/Chicano	0.3	0.2	0.3	0.7	0.4	0.6	0.2	0.1	0.2	0.3	0.0	0.2
Puerto Rican-American	0.3	0.3	0.3	0.1	0.3	0.1	0.7	0.4	0.6	0.1	0.3	0.1
Other	1.5	1.1	1.4	1.3	1.6	1.3	2.1	1.2	1.9	1.1	0.6	1.0
Sex (tabular column variable, see text for distribution) (28)												

(Continued)

WEIGHTED NATIONAL NORMATIVE DISTRIBUTIONS, BY SEX AND TYPE OF INSTITUTIONAL SETTING, FOR COLLEGE AND UNIVERSITY TEACHING FACULTY: 1972-73 ACADEMIC YEAR
(Continued)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Current base institutional salary (29a)[a,b]												
$6,500 or less	2.0	5.7	2.7	0.9	4.1	1.7	2.1	6.3	2.9	2.3	6.1	2.9
$6,600 - $9,500	4.4	17.6	7.0	6.6	15.5	8.7	6.0	21.5	9.2	2.2	14.7	4.3
$9,600 - $11,500	10.4	21.4	12.5	9.6	18.0	11.6	15.3	22.8	16.9	6.4	22.0	9.0
$11,600 - $13,500	16.2	17.3	16.4	15.5	17.2	15.9	20.4	15.7	19.4	12.8	19.1	13.9
$13,600 - $15,500	16.5	13.1	15.8	20.4	15.0	19.1	16.3	10.6	15.1	15.1	14.6	15.0
$15,600 - $17,500	14.2	8.9	13.2	22.7	13.3	20.5	11.5	6.0	10.4	13.2	9.4	12.6
$17,600 - $19,500	10.9	5.5	9.9	15.0	8.4	13.4	8.0	4.7	7.3	11.8	4.5	10.6
$19,600 - $21,500	7.7	2.8	6.8	4.2	2.4	3.7	6.9	2.6	6.0	9.9	3.4	8.8
$21,600 - $24,500	7.0	2.3	6.1	2.2	0.5	1.8	5.2	3.9	5.0	10.3	1.7	8.9
$24,600 or more	10.8	5.4	9.7	2.9	5.6	3.5	8.4	6.0	7.9	16.0	4.6	14.1
Salary basis (29b)[a]												
9/10 months	66.2	69.0	66.8	78.5	79.9	78.9	68.7	67.5	68.4	59.3	64.3	60.1
11/12 months	33.8	31.0	33.2	21.5	20.1	21.1	31.3	32.5	31.6	40.7	35.7	39.9
Single most outstanding accomplishment (30)g												
Attainment of professional credentials or position	7.3	6.8	7.2	7.3	7.4	7.3	8.9	6.4	8.4	5.9	7.0	6.1
Achievement in research/writing	17.6	9.1	15.9	7.0	2.5	5.9	14.0	9.3	13.0	24.6	12.9	22.7
Performance as a teacher	26.7	34.5	28.2	33.2	33.0	33.1	28.3	36.8	30.2	22.8	32.6	24.4
Performance as a college administrator	9.8	10.0	9.9	9.2	12.8	10.1	9.6	8.4	9.4	10.2	10.3	10.2
Performance in nonacademic activities	4.7	3.8	4.5	5.2	2.0	4.4	5.3	4.8	5.2	4.0	3.9	4.0
All others, or no answer	34.0	35.8	34.3	38.1	42.4	39.1	33.8	34.3	33.9	32.5	33.4	32.6

[a] Excludes no response.

[b] Categorized from detailed list.

[c] Sample excludes all who indicated they were not teaching during the current academic year. See text for details.

[d] Includes no response to this part of question 7, but valid answer to remaining part.

[e] Recode from 9b and rearranged in the hierarchy as listed.

[f] See Appendix D to this report for states and countries included in each category.

[g] Categorized from detailed code list. See Appendix E.

APPENDIX A

Institutions Represented by Faculty Respondents

APPENDIX A

Institutions Represented by Faculty Respondents

Adelphi University - Main Campus (NY)
Adrian College (MI)
Agricultural Mechanical and Normal College (AR)
Alabama A & M College (AL)
Alfred University - Main Campus (NY)
Allegheny College (PA)
American University (DC)
Amherst College (MA)
Aquinas College (MI)
Arizona State University (AZ)
Athens College (AL)
Augsburg College (MN)
Austin College (TX)
Averett College (VA)
Bates College (ME)
Baylor University.- Main Campus (TX)
Bay Path Junior College (MA)
Bellarmine-Ursuline College (KY)
Beloit College (WI)
Bennington College (VT)
Berea College (KY)
Bethany Lutheran College and Theological Seminary (MN)
Black Hawk College (IL)
Boston College - Main Campus (MA)
Bowdoin College (ME)
Bowie State College (MD)
Bradley University (IL)
Brandeis University (MA)
Briarcliff College (NY)
Buena Vista College (IA)
California Institute of Technology (CA)
California State College at Fullerton (CA)
Calvin College (MI)
Cardinal Stritch College (WI)
Carleton College (MN)
Carroll College (WI)
Case-Western Reserve University (OH)
Centerville Community College (IA)
Cerritos College (CA)
Chapman College (CA)
Chatham College (PA)
Citrus Junior College (CA)
City College of San Francisco (CA)
Clarion State College - Main Campus (PA)
Colby College (ME)
College of Charleston (SC)
College of Mount St. Vincent (NY)
College of New Rochelle (NY)
College of Notre Dame (CA)
College of the Sequoias (CA)
Columbia University - Main Division (NY)
Compton College (CA)

Connecticut College (CT)
Cowley County Community Junior College (KS)
CUNY - Baruch College (NY)
CUNY - City College (NY)
CUNY - Hunter College (NY)
Dartmouth College (NH)
Davis & Elkins College (WV)
Delaware State College (DE)
Delaware Valley College of Science and Agriculture (PA)
DePauw University (IN)
Dickinson College (PA)
Dominican College of Blauvelt (NY)
Dominican College of San Rafael (CA)
Donnelly College (KS)
Earlham College (IN)
Eastern Iowa Community College - Muscatine (IA)
Eastern Mennonite College (VA)
Emory & Henry College (VA)
Fairmont State College (WV)
Fisk University (TN)
Florida State University (FL)
Fort Hays Kansas State College (KS)
Franklin & Marshall College (PA)
Freed Hardeman College (TN)
Fresno State College - Main Campus (CA)
Gallaudet College (DC)
General Motors Institute (MI)
George Peabody College for Teachers (TN)
George Williams College (IL)
Georgia Institute of Technology - Main Campus (GA)
Gettysburg College (PA)
Gonzaga University (WA)
Grinnell College (IA)
Guilford College (NC)
Hamline University (MN)
Harding College - Main Campus (AR)
Harvard University (MA)
Harvey Mudd College (CA)
Haverford College (PA)
Henry Ford Community College (MI)
Highland Community College (IL)
Hollins College (VA)
Howard University (DC)
Idaho State University (ID)
Illinois Institute of Technology (IL)
Immaculate Heart College (CA)
Indian River Junior College (FL)
Iowa Wesleyan College (IA)
Itasca State Junior College (MN)
Johns Hopkins University - Main Campus (MD)
Johnson C. Smith University (NC)
Junior College District of St. Louis County (MO)*
Kansas Wesleyan University (KS)
Kentucky State College (KY)
Keystone Junior College (PA)
Knoxville College (TN)
Lake City Junior College and Forest Ranger School (FL)

*Formerly Florissant Valley College

Lake Forest College (IL)
Lakeland College (WI)
Lebanon Valley College (PA)
Le Moyne College (NY)
Loretto Heights College (CO)
Los Angeles Baptist College and Theological Seminary (CA)
Louisiana Poly Institute (LA)
Louisiana State University - Main Campus (LA)
Loyola University of Los Angeles - Main Campus (CA)
MacMurray College (IL)
Madonna College (MI)
Manhattanville College (NY)
Marian College of Fond Du Lac (WI)
Marietta College (OH)
Marlboro College (VT)
Mary Baldwin College (VA)
Marymount College (KS)
McPherson College (KS)
Medaille College (NY)
Mercer County Community College (NJ)
Mercyhurst College (PA)
Mesa College - Main Campus (CA)
Miami University - Oxford Campus (OH)
Michigan State University - Main Campus (MI)
Middlebury College (VT)
Mills College (CA)
Mira Costa College (CA)
Missouri Baptist College (MO)
Modesto Junior College (CA)
Monmouth College (IL)
Montana State University (MT)
Montclair State College (NJ)
Monticello College (IL)
Morehouse College (GA)
Morris Brown College (GA)
Morris Harvey College (WV)
Mount Holyoke College (MA)
Mount San Antonio College (CA)
Napa College (CA)
Nazareth College (MI)
Nazareth College of Rochester (NY)
Newark College of Engineering (NJ)
New Mexico State University - University Park Branch (NM)
Newton College of the Sacred Heart (MA)
New York University (NY)
Niagara County Community College (NY)
Northeastern Christian Junior College (PA)
Northeastern University (MA)
North Greenville Junior College (SC)
Northland College (WI)
Northwestern University (IL)
Northwest Missouri State College (MO)
Oakland City College (IN)
Oakland University (MI)

Oberlin College (OH)
Occidental College (CA)
Ohio Dominican College (OH)
Ohio State University - Main Campus (OH)
Oklahoma State University - Main Campus (OK)
Orange Coast College (CA)
Oregon State University (OR)
Our Lady of the Lake College (TX)
Pace College - Main Campus (NY)
Park College (MO)
Parsons College (IA)
Pennsylvania State University - Main Campus (PA)
Peru State College (NB)
Polytechnic Institute of Brooklyn (NY)
Prairie State College (IL)
Pratt Institute (NY)
Princeton University (NJ)
Purdue University - Main Campus (IN)
Ranger College (TX)
Reed College (OR)
Rhode Island College (RI)
Rhode Island School of Design (RI)
Rider College (NJ)
Rockford College (IL)
Rollins College - Main Campus (FL)
St. Edwards University (TX)
St. John College of Cleveland (OH)
St. John Fisher College, Inc. (NY)
St. Joseph College - Main Campus (IN)
St. Louis University - Main Campus (MO)
St. Mary's College of California (CA)
St. Mary's College of Maryland (MD)
St. Mary's Dominican College (LA)
St. Meinrad Seminary (IN)
St. Norbert College (WI)
Salem College (NC)
Santa Barbara City College (CA)
Seattle University (WA)
Sinclair Community College (OH)
Southern Illinois University (IL)
Southern Methodist University (TX)
Spalding College (KY)
Springfield College (MA)
Spring Hill College (AL)
Stanford University (CA)
Stanislaus State College (CA)
Stephens College (MO)
Stevens Institute of Technology (NJ)
Swarthmore College (PA)
Sweet Briar College (VA)
SUNY - Agricultural and Technical College at Alfred (NY)
SUNY - Agricultural and Technical College at Delhi (NY)
SUNY - State College at Cortland
SUNY - State College at Oswego

SUNY - State College at Potsdam (NY)
SUNY - State University at Stonybrook (NY)
Talladega College (AL)
Tarkio College (MO)
Texas Christian University (TX)
Texas Technological University (TX)
Tufts University (MA)
Trinity College (DC)
Tulane University of Louisiana (LA)
U.S. Coast Guard Academy (CT)
U.S. Military Academy (NY)
University of Akron (OH)
University of Alaska - Main Campus (AK)
University of California - Berkeley (CA)
University of California - Davis (CA)
University of California - Irvine (CA)
University of California - Los Angeles (CA)
University of California - Riverside (CA)
University of California - Santa Barbara (CA)
University of California - Santa Cruz (CA)
University of Colorado - Main Campus (CO)
University of Dallas (TX)
University of Delaware (DE)
University of Denver (CO)
University of Detroit (MI)
University of Georgia (GA)
University of Hartford (CT)
University of Idaho (ID)
University of Illinois - Main Campus (IL)
University of Iowa (IA)
University of Kansas (KS)
University of Kentucky - Main Campus (KY)
University of Louisville (KY)
University of Massachusetts - Amherst Campus (MA)
University of Michigan (MI)
University of Mississippi - Main Campus (MS)
University of Missouri at Columbia (MO)
University of Nebraska - Main Campus (NB)
University of New Hampshire (NH)
University of New Mexico (NM)
University of North Carolina at Chapel Hill (NC)
University of the Pacific (CA)
University of Pennsylvania (PA)
University of the Redlands (CA)
University of Rhode Island (RI)
University of Rochester (NY)
University of San Diego (CA)
University of South Carolina - Main Campus (SC)
University of Tampa (FL)
University of Tennessee - Knoxville Campus (TN)
University of Tulsa (OK)
University of Virginia - Main Campus (VA)
University of Vermont and State Agricultural College (VT)

University of Washington (WA)
University of Wyoming (WY)
Valparaiso University (IN)
Vanderbilt University (TN)
Vassar College (NY)
Villa Maria College of Buffalo (NY)
Virginia Military Institute (VA)
Virginia Poly Institute - Main Campus (VA)
Virginia State College - Main Campus (VA)
Virginia Union University (VA)
Washington College (MD)
Washington & Lee University (VA)
Washington State University (WA)
Washington University (MO)
Webb Institute of Naval Architecture (NY)
Wellesley College (MA)
Wentworth Institute (MA)
Wesleyan College (GA)
Western Illinois University (IL)
Western New England College (MA)
West Virginia State College (WV)
Wharton County Junior College (TX)
Wheaton College (MA)
Whitman College (WA)
William Carey College (MS)
Williams College (MA)
Wisconsin State University - La Crosse (WI)
Wittenberg University (OH)
Wofford College (SC)
Worcester Junior College (MA)
Yankton College (SD)

APPENDIX B

Cover Letters Accompanying Three Waves of Questionnaire Mailings

AMERICAN COUNCIL ON EDUCATION

December, 1972

Dear Colleague:

In 1969, the American Council on Education participated in sponsoring a national survey of faculty members, administrators, researchers, and other professional staff in a broad sample of colleges and universities. While the research results have been valuable to the academic community, substantial change has taken place in the ensuing several years. Consequently, to meet the need for better and more current knowledge of the higher educational system, I am writing to request that you assist us in our efforts by completing and returning the enclosed new questionnaire. This information will be helpful to educational policy-makers as well as to scholars studying problems and developments in American higher education. The findings will be published in books and reports available from the American Council on Education.

We are under no illusion that any survey, even one as broad as this, will answer all the pressing questions. Nor is it possible to frame our queries so that they are equally applicable to all types of staff members in all the different fields and at all the different types of institutions; you may find some that seem inappropriate to your situation. Nonetheless, we urge you to answer all the items as well as you can; in our analysis, we will take into account the special circumstances that may affect some of your replies.

Finally, be assured that your answers will be held in strictest confidence. Our interest is in statistical relationships only; in no circumstances will we report responses on an individual or departmental basis. Prior to analysis, your name and address will be separated from your responses. In the interest of establishing a longitudinal framework for the study of college and university staff, however, we should appreciate your indicating your current institutional address, if it is incorrect on the form.

We hope you will find the questionnaire interesting to answer, and I urge that you fill out and return it to us while you have it at hand. It should take about 10 to 15 minutes to complete. The enclosed return-address envelope is for your convenience in forwarding your completed form to our Minneapolis processing facility.

With our thanks for your cooperation.

Sincerely,

AMERICAN COUNCIL ON EDUCATION

February, 1973

Dear Colleague:

In December, the American Council on Education sent you a questionnaire as part of its national survey of faculty members, administrators, researchers, and other professional staff in academic institutions. While our response to date has been gratifying, we need to hear from as many as possible if we are to undertake research which will yield the most feasibly valid and reliable information.

As yet, we have not heard from you. I recognize that the questionnaire arrived at a difficult time but I am hopeful that you might now be able to complete and return it. In the event you may have misplaced the earlier one, I am taking the liberty of enclosing another for your use.

I think you will find the questionnaire interesting to answer, and we have sought to keep it relatively brief so that it will take only a short time to complete. Some questions, of course, may not be equally applicable to all types of situations. Nonetheless, please answer all items as well as you can and, if you have moved from the address at the top of the questionnaire, please indicate the change and respond with respect to your current position.

The research for this survey will meet the needs for more current knowledge of the higher educational system; results will be published in books and reports available from the American Council on Education. Only statistical relationships will be reported. No reports will be produced on an individual or departmental basis, and prior to analysis your name and address will be permanently separated from your responses.

Thank you again for your consideration.

Sincerely,

AMERICAN COUNCIL ON EDUCATION

April 15, 1973

Dear Colleague:

Some time ago, the American Council on Education sent you a questionnaire as part of its national survey of faculty members, administrators, researchers, and other professional staff in academic institutions. We regret that we have received no response from you, although I recognize that the questionnaire might have arrived at an inopportune time. In the hope that you might now be able to complete and return it, I am taking the liberty of sending you another form.

We are interested in hearing from you, even if you have recently changed positions or left an academic setting. It would also be valuable to us if you would fill out the questionnaire to the greatest extent possible, including the case where your activities may, for example, be in administration, research, or extension positions; in library or computing center professional staff positions; or in positions in which you primarily serve clients or patients. In some cases, not all questions will be entirely applicable. In our analysis we will take into account many of the special circumstances that may affect replies. Consequently, please answer the questionnaire as completely as you can, although you may wish to skip items which you feel are particularly inapplicable or intrusive.

Finally, I should again like to assure you that your answers will be held in strictest confidence. We are interested only in statistical relationships. We will permanently separate your identity from your response and, under no circumstances, will we report any information on an individual or departmental basis. Special markings on your form will be used solely for internal data processing.

Response to date from this survey has been exceptional, but the accuracy of the survey data and the worth of the findings are dependent upon your help. I believe the importance of the study will justify the time you give it.

Sincerely,

APPENDIX C

1972-73 Faculty and Staff Questionnaire

THE AMERICAN COUNCIL ON EDUCATION

NOTE: In the space to the left, please make any corrections in your current institutional address. If you are no longer at the institution to which this is addressed, mark here ——→ ○
(Please answer this questionnaire with respect to your current institution.)

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2½ or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE: Will marks made with ball pen or fountain pen be properly read?
Yes . . ○ No . . ●

(If you want to make any additional comments, please enclose them on a separate sheet of paper.)

1. What is the principal activity of your current position at this institution?
(Mark one)
- Administration . . . . . ○
- Teaching . . . . . ○
- Research . . . . . ○
- Other . . . . . ○

2. Are you considered to be a full-time employee of your institution for at least nine months of the current academic year? (Mark one)
- Yes, full time . . . . . ○
- No, part time, but more than half time ○
- No, half time . . . . . ○
- No, less than half time . . . . . ○

3. What is your present rank?
(Mark one)
- Do not hold rank designation . . . . . ○
- Professor . . . . . ○
- Associate professor . . . . . ○
- Assistant professor . . . . . ○
- Lecturer . . . . . ○
- Instructor . . . . . ○
- Other rank . . . . . ○

NOTE: If you are now between terms (quarters, semesters, trimesters), or in an interim term, please answer the following four questions with respect to the full term most recently completed.

4. During the present term (quarter, semester, trimester), how many hours per week, on the average, are you actually spending in connection with your staff position in each of the following activities? (Mark one for each activity)

	Hours per Week								
	None	1–4	5–8	9–12	13–16	17–20	21–34	35–44	45 or more
Administration	○	○	○	○	○	○	○	○	○
Scheduled teaching (give actual, not credit hours)	○	○	○	○	○	○	○	○	
Preparing for teaching (including reading student papers and grading)	○	○	○	○	○	○	○	○	○
Advising and counseling students	○	○	○	○	○	○	○	○	○
Research and scholarly writing	○	○	○	○	○	○	○	○	○

5. Have you ever taught at the postsecondary level?
- Yes, during the present term . . . . . ○
- Yes, this academic year, but not this term . ○ (Skip to question 8a)
- Yes, but not this academic year . . . . . ○ (Skip to question 8a)
- No . . . . . ○ (Skip to question 8b)

6. With how many different classes (including different sections) are you meeting this term? How many different courses (not sections of the same course) are you teaching?

	None	One	Two	Three	Four	Five	Six	Seven or more
Classes	○	○	○	○	○	○	○	○
Courses	○	○	○	○	○	○	○	○

7. About how many students at each level are enrolled in your courses this term?

	None	Under 10	10–25	26–49	50–99	100–249	250–399	400 or more
Introductory undergraduate	○	○	○	○	○	○	○	○
Advanced undergraduate	○	○	○	○	○	○	○	
Graduate	○	○	○	○	○	○	○	

8. How important is each of the following as: (a) your personal goal or aim in your teaching of undergraduate students, and (b) your institution's goal in undergraduate education?

(E) Essential
(V) Very Important
(S) Somewhat Important
(N) Not Important, or Irrelevant

	(a) My Teaching Goals	(b) Overall Institutional Goals
To master knowledge in a discipline	(E)(V)(S)(N)	(E)(V)(S)(N)
To convey a basic appreciation of the liberal arts	(E)(V)(S)(N)	(E)(V)(S)(N)
To increase the desire and ability to undertake self-directed learning	(E)(V)(S)(N)	(E)(V)(S)(N)
To develop the ability to think clearly	(E)(V)(S)(N)	(E)(V)(S)(N)
To develop creative capacities	(E)(V)(S)(N)	(E)(V)(S)(N)
To develop the ability to pursue research	(E)(V)(S)(N)	(E)(V)(S)(N)
To prepare students for employment after college	(E)(V)(S)(N)	(E)(V)(S)(N)
To prepare students for graduate or advanced education	(E)(V)(S)(N)	(E)(V)(S)(N)
To develop moral character	(E)(V)(S)(N)	(E)(V)(S)(N)
To develop religious beliefs or convictions	(E)(V)(S)(N)	(E)(V)(S)(N)
To provide for students' emotional development	(E)(V)(S)(N)	(E)(V)(S)(N)
To achieve deeper levels of students' self-understanding	(E)(V)(S)(N)	(E)(V)(S)(N)
To develop responsible citizens	(E)(V)(S)(N)	(E)(V)(S)(N)
To provide the local community with skilled human resources	(E)(V)(S)(N)	(E)(V)(S)(N)
To provide tools for the critical evaluation of contemporary society	(E)(V)(S)(N)	(E)(V)(S)(N)
To prepare students for family living	(E)(V)(S)(N)	(E)(V)(S)(N)

9. On the following list, please mark:
1. The degrees for which you are currently working, if any.
2. All degrees that you have earned.
3. All degrees you have earned at this institution.

1	2	3	
①	②	③	Less than Bachelor's (A.A., etc.)
①	②	③	Bachelor's (B.A., B.S., etc.)
①	②	③	Master's
①	②	③	LL.B., J.D.
①	②	③	M.D. (or equivalent)
①	②	③	D.D.S. (or equivalent)
①	②	③	Other first professional beyond Bachelor's (e.g., D.D., D.V.M., D.O., D.M.)
①	②	③	Doctorate degree without dissertation (e.g., D.A.)
①	②	③	Ed.D.
①	②	③	Ph.D.
①	②	③	Other doctorate (except first professional)
①	②	③	None

10. In the space provided, write the name and location of the institution where you received your:

a) Bachelor's degree: _____ _____
(Mark here if no Bachelor's) ○ (Name of Institution) (City & State, or Country if non-U.S.)

b) Highest degree now held: _____ _____
(Mark here if none beyond Bachelor's) ○ (Name of Institution) (City & State, or Country if non-U.S.)

11. Where did you complete your high school work? _____
(State, or Country if non-U.S.)

Please Do Not Mark in This Box

12. From the following list, mark the most appropriate detailed category for:

1. **Undergraduate major** (Mark one – most recent if more than one undergrad. degree and major)
2. **Major of highest graduate degree now held** (Mark one – most recent if more than one highest degree and major)
3. **Present principal teaching field** (Mark one)
4. **Present primary field of research, scholarship, creativity** (Mark one)
5. **Department of teaching appointment** (if joint appointment, mark no more than two)

① ② ③ ④ ⑤

(Where your precise field does not appear, mark the most similar category)

NONE ① ② ③ ④ ⑤	Civil ① ② ③ ④ ⑤		**Industrial Arts** ① ② ③ ④ ⑤		
Agriculture and/or Forestry ① ② ③ ④ ⑤	Electrical ① ② ③ ④ ⑤		**Journalism** ① ② ③ ④ ⑤		
Architecture and/or Design ① ② ③ ④ ⑤	Mechanical ① ② ③ ④ ⑤				
Biological Sciences (General Biology) ① ② ③ ④ ⑤	Other Engineering Fields ① ② ③ ④ ⑤		**Law** ① ② ③ ④ ⑤		
	Fine Arts		**Library Science** ① ② ③ ④ ⑤		
Bacteriology, Molecular Biology, Virology, Microbiology ① ② ③ ④ ⑤	Art ① ② ③ ④ ⑤		**Mathematics and/or Statistics** ① ② ③ ④ ⑤		
Biochemistry ① ② ③ ④ ⑤	Dramatics and Speech ① ② ③ ④ ⑤		**Physical & Health Education** ① ② ③ ④ ⑤		
General Botany ① ② ③ ④ ⑤	Music ① ② ③ ④ ⑤		**Physical Sciences**		
Physiology, Anatomy ① ② ③ ④ ⑤	Other Fine Arts ① ② ③ ④ ⑤		Chemistry ① ② ③ ④ ⑤		
General Zoology ① ② ③ ④ ⑤	**Geography** ① ② ③ ④ ⑤		Earth Sciences (incl. Geology) ① ② ③ ④ ⑤		
Other Biological Sciences ① ② ③ ④ ⑤	**Health Sciences**		Physics ① ② ③ ④ ⑤		
Business Administration(General) ① ② ③ ④ ⑤	Dentistry ① ② ③ ④ ⑤		Other Physical Sciences ① ② ③ ④ ⑤		
Accounting ① ② ③ ④ ⑤	Medicine or Surgery ① ② ③ ④ ⑤		**Psychology (General)** ① ② ③ ④ ⑤		
Finance ① ② ③ ④ ⑤	Nursing ① ② ③ ④ ⑤		Clinical ① ② ③ ④ ⑤		
Marketing ① ② ③ ④ ⑤	Pharmacy, Pharmacology ① ② ③ ④ ⑤		Experimental ① ② ③ ④ ⑤		
Management ① ② ③ ④ ⑤	Veterinary Medicine ① ② ③ ④ ⑤		Social ① ② ③ ④ ⑤		
Secretarial Studies ① ② ③ ④ ⑤	Other Health Fields ① ② ③ ④ ⑤		Counseling and Guidance ① ② ③ ④ ⑤		
Other Business ① ② ③ ④ ⑤	**Home Economics** ① ② ③ ④ ⑤		Other Fields of Psychology ① ② ③ ④ ⑤		
Computer Sciences ① ② ③ ④ ⑤	**Humanities**		**Social Sciences**		
Education ① ② ③ ④ ⑤	English Language & Literature ① ② ③ ④ ⑤		Anthropology & Archaeology ① ② ③ ④ ⑤		
Elementary and/or Secondary ① ② ③ ④ ⑤	Foreign Languages & Literature ① ② ③ ④ ⑤		Economics ① ② ③ ④ ⑤		
Educational Administration ① ② ③ ④ ⑤	French ① ② ③ ④ ⑤		Political Science, Government ① ② ③ ④ ⑤		
Educational Psychology and Counseling ① ② ③ ④ ⑤	German ① ② ③ ④ ⑤		Sociology ① ② ③ ④ ⑤		
	Spanish ① ② ③ ④ ⑤		Other Social Sciences ① ② ③ ④ ⑤		
Other Education Fields ① ② ③ ④ ⑤	Other Foreign Languages (including Linguistics) ① ② ③ ④ ⑤		**Social Work, Social Welfare** ① ② ③ ④ ⑤		
Engineering ① ② ③ ④ ⑤	History ① ② ③ ④ ⑤		**Vocational–Technical (Other)** ① ② ③ ④ ⑤		
Aeronautical, Astronautical ① ② ③ ④ ⑤	Philosophy ① ② ③ ④ ⑤				
Chemical ① ② ③ ④ ⑤	Religion & Theology ① ② ③ ④ ⑤		**ALL OTHER FIELDS** ① ② ③ ④ ⑤		
	Other Humanities Fields ① ② ③ ④ ⑤				

13. In the six sets of circles shown below, please mark the last two digits of the date (year) of the following:

EXAMPLE If Year is 1948:	Year of birth	Year of Bachelor's degree	Year of highest degree now held	Year from which you have had continuous service (including sabbaticals, etc.) in a staff position at your current institution	Year you obtained current position or rank	Year tenure awarded at current institution
0 0	0 0	0 0	0 0	0 0	0 0	0 0
1 1	Mark 1 1	Mark 1 1	Mark 1 1	1 1	1 1	Mark 1 1
2 2	this one 2 2	this one 2 2	this one 2 2	2 2	2 2	this one 2 2
3 3	blank 3 3	blank 3 3	blank 3 3	3 3	3 3	blank 3 3
● 4	circle 4 4	circle 4 4	circle 4 4	4 4	4 4	circle 4 4
5 5	if you 5 5	if you 5 5	if you 5 5	5 5	5 5	if you 5 5
6 6	were 6	do not 6 6	have no 6 6	6 6	6	are not 6 6
7 7	born 7	hold a 7 7	higher 7 7	7 7	7	tenured 7 7
●	before 8	Bachelor's 8	degree 8	8	8	8
9	1900 ○ 9	degree ○ 9	○ 9	9	9	○ 9

14. For each factual item below, please mark either "Yes" or "No":

	Yes	No
Are you a U.S. citizen?	Y	N
Are you presently married?	Y	N
Do you have an employed spouse?	Y	N
Do you have a spouse working as a professional person in an academic institution?	Y	N
Do you have any dependent children?	Y	N
Have you ever held a student teaching assistantship?	Y	N
Have you ever held a student research assistantship?	Y	N
Do you now hold a teaching or research assistantship at this or any other institution?	Y	N
Were you ever awarded a fellowship or scholarship worth $1,000 per year or more?	Y	N
Do you now hold a postdoctoral appointment?	Y	N
Have you ever held a departmental chairmanship?	Y	N
Have you ever held a major facultywide office such as dean?	Y	N
Are you now a research associate?	Y	N
Have you ever interrupted your professional career more than one year for military or family reasons?	Y	N
Is your present appointment a tenured position?	Y	N
Have you received at least one firm job offer elsewhere in the last two years?	Y	N
Are you a member of the American Association of University Professors?	Y	N
Are you a member of the American Federation of Teachers?	Y	N
Are you a member of a National Education Association affiliate?	Y	N
Have you ever received an award for outstanding teaching?	Y	N
Do you have any student teaching assistants this academic year?	Y	N
Do you have any student research assistants this academic year?	Y	N
Do you actively encourage undergraduates to see you outside your regular office hours?	Y	N
On average, do you engage in social activities with students two hours or more weekly?	Y	N
Is your social life primarily with colleagues at this institution?	Y	N
Have you ever had a sabbatical?	Y	N
Have you engaged in any paid consulting outside of your institution over the past year?	Y	N
Have you engaged in public service professional consulting without pay over the past year?	Y	N

5. About how many days during the past (1971-72) academic year were you away from campus for professional activities (e.g., for professional meetings, speeches, consulting)?

None ○ One ○ 2–3 ○ 4–5 ○ 6–10 ○ 11–20 ○ 21–30 ○ 31–40 ○ More than 40 ○

16. To how many academic or professional journals do you subscribe? None ○ 1–2 ○ 3–4 ○ 5–10 ○ 11–20 ○ 21–50 ○ More than 50 ○

17. How many articles have you published in academic or professional journals? None ○ 1–2 ○ 3–4 ○ 5–10 ○ 11–20 ○ 21–50 ○ More than 50 ○

18. How many published books, manuals, or monographs have you written or edited, alone or in collaboration? None ○ 1–2 ○ 3–4 ○ 5–10 ○ More than 10 ○

19. How many of your professional writings have been published or accepted for publication in the last two years? None ○ 1–2 ○ 3–4 ○ 5–10 ○ More than 10 ○

20. In the past 12 months, have you been engaged in any research, scholarly writing, or creative works? Yes ○ No ○ (Skip to question 23)

21. In the past 12 months, did you receive support for your scholarly work and research (either as principal investigator or as a member of a research team) from: (Mark all sources that apply)

(1) = 1. As Principal Investigator; (2) = 2. Other Capacity

	1	2
Institutional or departmental funds	①	②
Federal agencies		
Atomic Energy Commission	①	②
Dept. of Agriculture	①	②
Dept. of Commerce	①	②
Dept. of Defense	①	②
Dept. of Interior	①	②
Dept. of Labor	①	②
Dept. of Transportation	①	②
Health, Education, and Welfare		
Food and Drug Adm.	①	②
Nat'l. Institutes of Health	①	②
Nat'l. Institute of Mental Health	①	②
Office of Education	①	②
Other HEW	①	②
Nat'l. Aeronautics and Space Adm.	①	②
Nat'l. Endowment for the Arts and Humanities	①	②
Nat'l. Science Foundation	①	②
Office of Economic Opportunity	①	②
Other Federal agency	①	②
State or local government agencies	①	②
Private foundations	①	②
Private industry	①	②
Other	①	②
NONE	①	②

22. Would you characterize your recent scholarship, research, or creative writing as:

	Yes	No
Pure or basic?	Y	N
Applied?	Y	N
Policy-oriented?	Y	N
Literary or expressive?	Y	N
Other?	Y	N

(Note: Please check that your pencil markings are completely darkening the circles. Please do not make ✓'s or X's.)

23. If you were to seek another position elsewhere, what importance would you attach to each of the following?

E = Essential; V = Very Important; S = Somewhat Important; N = Not Important, or Detrimental

	E	V	S	N
Higher salary	E	V	S	N
Higher rank	E	V	S	N
Tenure	E	V	S	N
Less pressure to publish	E	V	S	N
More time for research	E	V	S	N
Smaller teaching load	E	V	S	N
More opportunities to teach	E	V	S	N
Less administrative responsibility	E	V	S	N
More administrative responsibility	E	V	S	N
Better students	E	V	S	N
Better colleagues	E	V	S	N
Good job for spouse	E	V	S	N
Better community	E	V	S	N
Better schools for my children	E	V	S	N
Better research facilities	E	V	S	N
Better chance for advancement	E	V	S	N
Better housing	E	V	S	N

24. (A) Mark all types of work that you have engaged in for a year or more since earning your Bachelor's degree (do not include part-time work while in graduate school).
(B) Mark the one type of primary work that you had engaged in immediately prior to taking a job at this institution.

	A	B
Teaching in a university	A	B
Teaching in a four-year college	A	B
Teaching in a junior/community college	A	B
Full-time nonteaching research position in a college or university	A	B
Postdoctoral fellowship or traineeship in a university	A	B
Full-time college or university administration	A	B
Teaching or administration in an elementary or secondary school	A	B
Research and development outside educational institutions	A	B
Executive or administrative post outside educational institutions	A	B
Other professional position	A	B
Student	A	B
Other	A	B

25. Please indicate your agreement or disagreement with each of the following statements.

1. Strongly Agree
2. Agree With Reservations
3. Disagree With Reservations
4. Strongly Disagree

Federal aid for undergraduates should be channeled through institutions rather than given directly to students	①②③④
Federal aid for graduate students should be channeled through institutions rather than given directly to students	①②③④
Jobs for new entrants into my discipline are harder to find today than five years ago	①②③④
In my department, it is very difficult to achieve tenure if one does not publish	①②③④
Part-time faculty should be eligible for tenure	①②③④
Teaching effectiveness, not publications, should be the primary basis for faculty promotion	①②③④
Faculty promotions should be based in part on formal student evaluations of their teachers	①②③④
Collective bargaining by faculty members has no place in a college or university	①②③④
Respect for the academic profession has declined over the past 20 years	①②③④
Undergraduates today study harder than those of four years ago	①②③④
Undergraduates today are more docile than those of four years ago	①②③④
In my field, the male students comprehend the material better than the female students	①②③④
Students should have representation on the governing board of this institution	①②③④
The administration of my department is more democratic than authoritarian	①②③④
A university department's recruitment of its own former graduate students for faculty positions is generally detrimental to the development of a quality educational program	①②③④
I prefer to teach small classes	①②③④
Institutional demands for doing research interfere with my effectiveness as a teacher	①②③④
I wish I had a smaller teaching load so I could devote more time to research	①②③④
I consider myself a religious person	①②③④
I consider myself politically conservative	①②③④
Claims of discriminatory practices against women students in higher education have been greatly exaggerated	①②③④
There should be preferential hiring for minority faculty at this institution	①②③④
There should be preferential hiring for women faculty at this institution	①②③④
Institutional antinepotism rules should be abolished	①②③④
If I had a chance to retrace my steps, I would not choose an academic life	①②③④
If I had a chance to retrace my steps, I would choose another discipline	①②③④
Knowledge in my field is expanding so fast that I have fallen seriously behind	①②③④
Compared with most men of my age in my field who have had comparable training, I have been more successful	①②③④
Compared with most women of my age in my field who have had comparable training, I have been more successful	①②③④

Please Do Not Mark In This Box

26. What is the highest level of formal education reached by your spouse? Your father? Your mother? (Mark one in each column)

	Spouse	Father	Mother
No spouse	○		
8th grade or less	○	○	○
Some high school	○	○	○
Completed high school	○	○	○
Some college	○	○	○
Graduated from college	○	○	○
Attended graduate or professional school	○	○	○
Attained advanced degree	○	○	○

27. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

28. Your sex:

Male ○ Female ○

29. In the four sets of circles shown below, please mark the dollar value, rounded to the nearest $1,000:

EXAMPLE

Total dollars are $9,200 (round to 09)

Your Personal Annual Income (Before Taxes)

Current base institutional salary

This is based on:
9–10 mos. ○
11–12 mos. ○

Your estimate of the value of institutional fringe benefits (e.g., retirement, insurance)

Other professional noninstitutional income (e.g., consulting, royalties, honoraria)

TOTAL 1972

Household income (all sources; all family members; before taxes)

(Note: Amounts above $99,000 should be marked "99.")

Please Do Not Mark In This Box

30. In the space provided, briefly state what you consider to be your single most outstanding professional accomplishment or achievement: (Please do not mark outside the designated space)

THANK YOU FOR YOUR COOPERATION. Please return the questionnaire in the postage-paid envelope to: American Council on Education, Intran Processing Center, 4555 West 77th Street, Minneapolis, Minn. 55435

SE207

APPENDIX D

Coding for U.S. Geographic Region and Foreign Countries

AMERICAN COUNCIL ON EDUCATION

UNITED STATES

01 Alabama-3
02 Alaska-4
03 Arizona-4
04 Arkansas-3
05 California-4
06 Colorado-4
07 Connecticut-1
08 Delaware-1
09 D.C.-1
10 Florida-3
11 Georgia-3
12 Hawaii-4
13 Idaho-4
14 Illinois-2
15 Indiana-2
16 Iowa-2
17 Kansas-2
18 Kentucky-3
19 Louisiana-3
20 Maine-1
21 Maryland-1
22 Massachusetts-1
23 Michigan-2
24 Minnesota-2
25 Mississippi-3
26 Missouri-2
27 Montana-4
28 Nebraska-2
29 Nevada-4
30 New Hampshire-1
31 New Jersey-1
32 New Mexico-4
33 New York-1
34 North Carolina-3
35 North Dakota-2
36 Ohio-2
37 Oklahoma-4
38 Oregon-4
39 Pennsylvania-1
40 Rhode Island-1
41 South Carolina-3
42 South Dakota-2
43 Tennessee-3
44 Texas-4
45 Utah-4
46 Vermont-1
47 Virginia-3
48 Washington-4
49 West Virginia -3
50 Wisconsin -2
51 Wyoming -4

East = 1
Midwest = 2
South = 3
West = 4

52 CANADA

53 LATIN AMERICA

Bahamas
Barbados
Bermuda
British Honduras
Costa Rica
Cuba
Dominican Republic
El Salvador
Guadeloupe
Guatemala
Haiti
Honduras
Jamaica
Leeward Islands
Martinique
Mexico
Netherlands Antilles
Nicaragua
Panama
Puerto Rico
Virgin Islands
Other Latin America

54 SOUTH AMERICA

Argentina
Bolivia
Brazil
Chile
Colombia
Costa Rica
Ecuador
Falkland Islands
French Guiana
Guyana
Paraguay
Peru
Surinam
Trinidad and Tobago
Uruguay
Venezuela
Other South America

55 NORTHERN EUROPE

Denmark
Finland
Great Britain (England, United Kingdom)
Greenland
Iceland
Ireland, Northern
Ireland, Republic of
Isle of Man
Norway
Scotland
Spitsbergen
Sweden
United Kingdom (Great Britain, England)
Other Northern Europe

56 CENTRAL EUROPE

Austria
German Democratic Republic (East)
Germany
Germany, Federal Republic of (West)
Italy
Malta
San Marino
Vatican City State
Other Central Europe

57 WESTERN EUROPE

Andorra
Belgium
France
Gibraltar
Liechtenstein
Luxembourg
Monaco
Netherlands
Portugal
Spain
Switzerland
Other Western Europe

58 EASTERN EUROPE

Albania
Bulgaria
Czechslovakia
Estonia
Greece
Hungary
Latvia
Lithuania
Ukraine
Union of Soviet Socialist Republics (U.S.S.R., Russia)
Yugoslavia
Other Eastern Europe

59 AFRICA

Afars and Issas
Algeria
Angola
Botswana
Burundi
Cameroon
Canary Islands
Central African Republic
Chad
Comoro Islands
Congo, Democratic Republic of (Zaire)
Congo, People's Republic of the (French Congo)
Dahomey
Egypt
Equatorial Guiana
Ethiopia
Gabon

(AFRICA Continued on other side of page)

59 AFRICA (Continued)
- Gambia
- Ghana
- Guinea
- Ivory Coast
- Kenya
- Lesotho
- Liberia
- Libya
- Malagasy Republic (Madagascar)
- Malawi
- Mali
- Mauritania
- Morocco
- Mozambique
- Niger
- Nigeria
- Portuguese Guiana
- Reunion
- Rwanda
- Senegal
- Sierra Leone
- Somalia
- South Africa, Republic of
- Southwest Africa
- Spanish Sahara
- Sudan
- Swaziland
- Tanganyika
- Tanzania
- Togo
- Tunisia
- Uganda
- Upper Volta
- Zaire
- Zambia
- Zanzibar
- Other Africa

60 ASIA WESTERN
- Afghanistan
- Bahrain
- Bangladesh
- Bhutan
- Ceylon
- Cyprus
- East Pakistan
- India
- Iran
- Iraq
- Israel
- Jordan
- Kuwait
- Lebanon
- Mauritius
- Nepal
- Oman
- Pakistan
- Qatar
- Republic of Maldives

(Continued next column)

60 ASIA WESTERN (Continued)
- Saudi Arabia
- Sikkim
- Syria
- Turkey
- United Arab Republic
- West Pakistan
- Yemen, Peoples Democratic Republic of
- Yemen Arab Republic
- Other Asia Western

61 ASIA EASTERN
- Brunei
- Burma
- Cambodia
- China, People's Republic of
- China, Republic of (Taiwan)
- Hong Kong
- Japan
- Korea, Democratic People's Republic of (North)
- Korea, Republic of (South)
- Laos
- Malaysia
- Mongolian People's Republic
- North Borneo
- Okinawa
- Ryukyu Islands
- Singapore
- Taiwan (China, Republic of)
- Thailand
- Vietnam, Democratic Republic of (North)
- Vietnam, Republic of (South)
- Other Asia Eastern

62 AUSTRALASIA
- Anartica
- Australia
- Australian External Territories
- Caroline Islands
- Celebes
- Cook Islands
- Fiji
- French Austral Lands
- French Polynesia
- Gilbert Islands
- Guam
- Java
- Marana Islands
- Marshall Islands

(Continued next column)

62 AUSTRALASIA (Continued)
- Nauru
- New Caledonia
- New Hebrides
- New Zealand
- Niue
- Papua and New Guinea
- Philippines
- Pitcairn
- Rhodesia
- Solomon Islands
- Tasmania
- Tokelau Islands
- Tonga
- Wake Islands
- Western Samoa
- Other Australasia

APPENDIX E

Coding for "Most Outstanding Professional Accomplishment or Achievement" (Question 30) in the 1972-73 ACE Faculty and Staff Survey

APPENDIX E

Coding for "Most Outstanding Professional Accomplishment or Achievement" (Question 30) in the 1972-73 ACE Faculty and Staff Survey

Attainment of professional credentials or position

10 "Current position" (general) (for example, "college president," "my present position," etc.)
11 Completion of one's education and degree (for example, receipt of doctorate)
12 Appointment to special panel, committee, or board
19 Receipt of award or honor for one's educational accomplishment (for example, Phi Betta Kappa honor society, scholarship)
35 Sabbatical and professorship or scholar (visiting)
36 Tenure

Achievement in research/writing

20 "Research" (general, nonspecific) or "publications" (general, nonspecific) (also general "contributions" or "work" in a particular specialty field)
21 Publication of book(s), article(s), music, or play(s)
22 Major research discovery or research work in the field (for example, developed national test, found biological agent)
23 Obtaining funds (for example, grants and contracts) for major work in a research or scholarly area
27 Enjoyment or satisfaction in doing research (general)
28 "Recognition" (general) by colleagues or others for research/writing performance
29 Receipt of award or citation for outstanding research or publication

Performance as a teacher

30 "Teaching" (general, nonspecific)
31 Aiding in success of students (for example, helped students complete their educational program, having successful former students)
37 Enjoyment or satisfaction in doing teaching (general) (for example, "enjoyment in teaching," "teaching ability," "respect of students in the classroom")
38 "Recognition" (general) by colleagues or others for teaching performance
39 Receipt of award for excellence in teaching

Performance as a college administrator

40 Administrative performance (general, nonspecific) (for example, "success as a college president, or dean," "directing a program," "leadership" of an institution or program)
41 Administrative development (improvement, strengthening) of educational courses, programs, facilities, departments, or institution (for example, by fund-raising)
47 Enjoyment or satisfaction in doing administrative work (general)
48 "Recognition" (general) by colleagues or others for administrative performance
49 Receipt of award or citation for excellence in administration

Performance in nonacademic activities (for example, community or civic activities)

50 Contribution to community development; community service (general, nonspecific)
51 Participation or position in local service organization or agency
52 Work prior to teaching or outside of teaching
55 Arts and music
56 Athletics outside of teaching
57 Enjoyment or satisfaction in making nonacademic contribution to society
58 "Recognition" (general) by colleagues or others for nonacademic societal contributions
59 Receipt of award for community or civic action

Other-Miscellaneous

80 General psychological well-being (for example, "satisfaction," "contentment," "success," "understanding," "intellectual or personal growth," "ability to get along with others," etc.)
81 Family status (for example, getting married/divorced, "children")
89 Wisecracks (miscellaneous) (for example, "completing this questionnaire")
99 Stated inability to respond (for example, "too hard to say," "I have no idea," "nothing," "wish I could think of something")
00 Blank, no response

APPENDIX F

Precision of the Data and Their Comparisons

APPENDIX F

Precision of the Data and Their Comparisons*

So far as random errors are concerned, the standard error of a categorical percentage is a function of that percentage and of the number of respondents (unweighted) in the group. Approximate standard errors for various levels of item response percentages and group sizes are presented in Table F-1. In comparisons involving item response percentages for independent groups, the standard error of the difference is approximately equal to the square root of the sum of the squared sampling errors.

The table calculations are based on assumptions of single-stage sampling and all strata having equal variances. Allowance for finite sampling and for stratification reduces values somewhat, but the fact that a two-stage sampling procedure was employed in the faculty survey would yield opposite effects. Additionally, although the weighting procedures minimize known sources of systematic bias, the data are also subject to some unknown degree of constant and nonrandom variable errors. Hence, the table values of standard errors are only approximate statistical estimates for informal analytic purposes.

Table F-1

Standard Errors of Categorical Response Percentages for Groups of Various Size[a]

Number of Actual Respondents in Group[b]	Response Percentages			
	1% or 99%	10% or 90%	25% or 75%	50%
2,500	.199	.600	.866	1.000
5,000	.141	.424	.612	.707
7,500	.115	.347	.500	.577
10,000	.100	.300	.433	.500
25,000	.063	.190	.274	.316
50,000	.044	.134	.194	.224

[a]Assumes all strata have the same variances.

[b]To determine, see Table 1.

*Revised and adapted from the ACE Office of Research Staff (1972, pp. 93-94).

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